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**REPORT OF THE
INSTITUTIONAL SELF-STUDY,
1982**

**Prepared for the
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

**The University of North Carolina at Wilmington
Wilmington, North Carolina**

INTRODUCTION

HISTORY AND BACKGROUND

Education on the college level first came to Wilmington in 1946 when a college center was established under the direction of the North Carolina College Conference and under the administration of the Directorate of Extension of the University of North Carolina at Chapel Hill. The center offered courses on the freshman level to some 250 students during the 1946-47 academic year. In 1947 a tax levy was approved by the citizens of New Hanover County, and Wilmington College was brought into existence as a county institution under the control of the New Hanover County Board of Education. In 1948 Wilmington College was officially accredited by the North Carolina College conference and became a member of the American Association of Junior Colleges. In 1952 the institution was accredited as a junior college by the Southern Association of Colleges and Schools.

In 1958 New Hanover County voted to place the college under the Community College Act of the State of North Carolina. By virtue of this vote, the college became a part of the state system of higher education, and control passed from the New Hanover County Board of Education to a board of twelve trustees, of whom eight were appointed locally and four were appointed by the governor of the state. At the same time, the requirements for admission and graduation and the general academic standards of the college came under the supervision of the North Carolina Board of Higher Education, and the college began to receive an appropriation from the state for operating expenses in addition to the local tax.

On July 1, 1963, by an act of the General Assembly of North Carolina, Wilmington College became a senior college with a four-year curriculum, authorized to offer the bachelor's degree.

By vote of the Board of Trustees of the University of North Carolina in late 1968, with subsequent approval by the North Carolina Board of Higher Education, and by an act of the General Assembly of North Carolina in 1969, Wilmington College became the University of North Carolina at Wilmington on July 1, 1969. It, and the institution at

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Asheville previously designated as Asheville-Biltmore College, became the fifth and sixth campuses of the University of North Carolina.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University of North Carolina. The University system, under a Board of Governors, now comprises sixteen institutions, each with separate Boards of Trustees.

As a member institution of the University of North Carolina, UNCW offers a broad spectrum of programs in the liberal arts and sciences. To implement these programs, most of which lead to the baccalaureate degree, the University provides instruction and research opportunities in the fine arts, humanities, natural sciences, social sciences, teacher education, business and other professional disciplines. Initiated in 1977 by what is now the School of Education, graduate programs are also offered by the College of Arts and Sciences within selected academic fields and have been approved for the School of Business. Moreover, the geographical location of the University at Wilmington, the only campus of the University system adjacent to the ocean, in a region rich in history and yet modern in industrial development, provides a challenge to be innovative. As the University progresses, its special environment as well as the needs of a growing constituency will play a major part in the development in scope and depth of established programs and in the initiation of new ones.

ACADEMIC STANDING

The University of North Carolina at Wilmington is accredited by the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities. It also holds membership in the Council for Advancement and Support to Education, the American Council on Education and the American Placement Council, and is on the list of schools approved by the North Carolina Department of Public Instruction and the American Chemical Society.

THE CAMPUS

The University is located in the southeastern part of the state on a tract of over 600 acres on State Highway 132 between the Cape Fear River and the Atlantic Ocean. The city of Wilmington is situated on the east bank of the Cape Fear River, approximately 15 miles from Carolina Beach and 10 miles from Wrightsville Beach.

The present campus was first occupied by the University in 1961, with three buildings in use. Today there are more than 30 buildings, plus athletic fields and ample parking areas. A professionally engineered master plan will guide future expansion to insure harmony between the buildings and their surroundings.

ORGANIZATION FOR THE INSTITUTIONAL SELF-STUDY

The University of North Carolina at Wilmington was accredited initially by the Southern Association of Colleges and Schools in 1952 as a junior college under the name of Wilmington College. Authorization in 1963 to begin programs leading to the bachelor's degree and the graduation of the University's first four-year class in 1965 necessitated a second institutional self-study to obtain accreditation as a senior institution. Begun in 1965, that self-study resulted in accreditation in 1967 as a senior institution by the Southern Association. Two years later, the University began a second institutional self-study, required by the Southern Association for reaffirmation of accreditation, which was successfully completed in the spring of 1971.

Preparation of the current self-study was begun in the fall of 1978. Dr. William H. Wagoner, Chancellor of UNCW, decided to appoint an Ad Hoc Self-Study Planning Committee, charged with developing plans for a self-study to be conducted in the academic years 1979-80 and 1980-81. Permission for this procedure was obtained from Dr. Grover Andrews, Associate Executive Secretary of the Southern Association of Colleges and Schools.

On November 30, 1978, Chancellor Wagoner appointed the Ad Hoc Self-Study Planning Committee consisting of Dr. Charles Cahill, Vice Chancellor for Academic Affairs; Dr. Jairy Hunter, Vice Chancellor for Business Affairs; Dr. William Malloy, Vice Chancellor for Student Affairs; Dr. Roger Hill, Chairman of the Faculty Senate; Dr. Melton McLaurin, Chairman of the Department of History; and Dr. Fred Toney, Chairman of the Mathematical Sciences Department. Dr. Toney was designated to serve as chairman of the committee. As an additional preparation for the self-study, the University

sent Drs. Toney and McLaurin to the December, 1978 annual meeting of SACS, where they attended an institutional self-study workshop.

After several meetings, the Planning Committee delivered to the Chancellor a detailed plan for the self-study process on May 23, 1979. The plan included a proposed budget and timetable, and recommendations for appointments to both the Self-Study Steering Committee and the various standard committees. Acting upon this report, in August, 1979, Chancellor Wagoner appointed members of the Steering Committee, which was chaired by Dr. Melton McLaurin, Chairman of the Department of History, and the chairmen and members of all the standard committees. (See Appendix A for membership of all self-study committees.)

On September 27, 1979, the Chancellor met with all self-study committee chairpersons to initiate the self-study process.

At the initial meeting of the Self-Study Steering Committee held October 2, 1979, it became apparent that a recently completed extensive administrative reorganization of the University and a state-imposed freeze on vacant positions, including a vacancy within the Office of Institutional Research at UNCW, might impede the successful completion of the self-study. The Steering Committee, therefore, recommended to Chancellor Wagoner that the Southern Association be asked for a delay of one year. Such a request was made on October 12, 1979. On October 18, Gordon W. Sweet, Executive Secretary of the Commission on Colleges of the Southern Association, informed Chancellor Wagoner that UNCW's request had been granted.

The Steering Committee met several times during the period of delay and developed a revised self-study prospectus, which was submitted to the Southern Association on April 23, 1980. With the beginning of the fall, 1980 semester, the self-study process was again initiated. On September 4, 1980, directives to begin departmental and unit self-studies were delivered to all academic department chairmen and heads of autonomous University units. Chairmen of all self-study committees were simultaneously instructed to begin the self-study process. The Steering Committee also developed and administered faculty and student questionnaires. (Copies of these questionnaires and a summary of responses are found in Appendices B and C.)

In an effort to inform the UNCW community about the progress of the self-study, the Steering Committee issued four Self-Study Newsletters to the faculty. Newsletters were published September 8 and November 17, 1980, and March 2 and September 15, 1981. Copies of both the preliminary

and final reports of the self-study principal committees were distributed to the Faculty Senate, the Board of Trustees and the Office of the Chancellor. Reports on the progress of the self-study were delivered to the faculty by Dr. Melton McLaurin, Chairman of the Steering Committee, at each of the general faculty meetings held during the self-study.

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STANDARD I

PURPOSE

STATEMENT OF PURPOSE: THE UNIVERSITY OF NORTH CAROLINA

Statutory Functions of the University (#116-15).--The University of North Carolina shall provide instruction in the liberal arts, fine arts, and sciences, and in the learned professions, including teaching, these being defined as those professions which rest upon advanced knowledge in the liberal arts and sciences; and shall be the primary State-supported agency for research in the liberal arts and sciences, pure and applied. The University shall provide instruction in the branches of learning relating to agriculture and the mechanic arts, and to other scientific and to classical studies. The University shall be the only institution in the State system of higher education authorized to award the doctor's degree. The University shall extend its influence and usefulness as far as possible to the persons of the State who are unable to avail themselves of its advantages as resident students, by extension courses, by lectures, and by such other means as may seem to them most effective.

THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

The University of North Carolina at Wilmington was founded in 1947 as Wilmington College, a locally supported and governed institution, to provide the youth and adults of New Hanover County and southeastern North Carolina an opportunity for two years of university-parallel study, semi-professional training, and vocational-technical education at moderate expense. From these beginnings and goals and through a series of transformations with ever-widening programs and aspirations, in 1969 it became a constituent institution of the University of North Carolina, whose purpose, resources and direction it shares.

The University at Wilmington is a community of scholars dedicated to teaching, learning, creating and extending knowledge through research. Its objectives are to stimulate curiosity, imagination and creativity; to communicate both general knowledge and the facts and concepts particular to various disciplines and professional programs; to foster clear thinking, rational decision-making and fluent, accurate communication; and to develop skills appropriate to the various disciplines and professional programs.

The programs presently offered by the University include: four-year programs leading to the Bachelor of Arts and Bachelor of Science degrees within the College of Arts and Sciences, the School of Business Administration and the School of Education; graduate programs leading to the Master of Education and Master of Science degrees; a variety of pre-professional programs; a two-year program leading to the Associate in Arts degree in Nursing; and special programs in a variety of areas, including Marine Science Research and Continuing Education. The University's recent development has made possible increasingly diverse contributions, some of international significance. Its aim is to continue and to improve its innovative programming and comprehensive approach to meeting the wide-ranging needs of the region, the state and the larger community.

FORMULATION OF STATEMENT OF PURPOSE

The above statement of purpose was formulated as the initial step in the present self-study. A modification of the previous statement, it has been written to define clearly the purpose of the University at Wilmington and the programs which implement it. The statement indicates that the role of this institution in higher education is to provide both a comprehensive set of undergraduate programs and selected graduate programs which meet various needs of the region.

The statement of purpose reflects the views of the governing board, faculty, and administration. A preliminary draft prepared by the self-study committee on purpose was distributed to all members of the faculty and to the academic administration for comments, either written or presented orally at a called hearing. The committee then prepared a second draft, which it submitted to the Faculty Senate. After making some minor changes, the Senate approved the statement of purpose and forwarded it to the Chancellor for presentation to the Board of Trustees for final approval. The Board of Trustees approved the statement of purpose as presented in January, 1981.

A new graduate program leading to a Master of Business Administration degree was approved by the General Administration of the University of North Carolina in July, 1981. Once inaugurated, it should be inserted in the list of programs in the third paragraph of the statement of purpose as an editorial change. The statement of purpose, which accurately reflects the practice of this institution, will be published in the annual University Catalogue.

PROJECTIONS

Because of its location in a developing area of the state, and because of the impetus of recently instituted programs, during the next decade the University of North Carolina at Wilmington anticipates continued expansion. New programs in both graduate and undergraduate education are anticipated as needs arise and approval is granted. The University expects to institute graduate offerings in secondary education and to develop additional professional programs. The expansion of the University's academic programs will enable it to provide the community and the southeastern region of the state with increased cultural activities and a wider variety of extension programs designed to meet regional needs.

Careful planning and review of new program proposals at the departmental, institutional and University level will assure that future development of UNCW will be in accord with its statement of purpose. The Faculty Senate also provides a mechanism through which the purpose statement of the institution can be continuously examined and evaluated.

STANDARD II
ORGANIZATION AND ADMINISTRATION

INTRODUCTION

The University of North Carolina at Wilmington is experiencing a period of transition and growth--a phase which is expected to continue for the next several years. Rapid growth has caused extensive changes within the University administrative organization, and further changes are expected. Local control over administration is limited, since many policies and regulations are determined by the Board of Governors of the statewide University of North Carolina system. A shortage of support personnel exists within several administrative divisions. Despite rapid change and personnel shortages, however, we perceive the University's organization to be both adequate and functional.

GOVERNING BOARDS

The legal name of the institution is the University of North Carolina at Wilmington. The name accurately reflects the institution's purposes, size and status within the complex state system of higher education. The University is one of sixteen constituent institutions of the University of North Carolina system.

The University is legally authorized by the General Statutes of the State of North Carolina. Provision is made for the organization of a governing board for the University, but the internal administrative organization is not prescribed by law.

BOARD OF GOVERNORS

The General Statutes of the State of North Carolina provide for a Board of Governors of the University of North Carolina, the duties of which are defined in the Code of the Board of Governors of the University of North Carolina. The Board is composed of thirty-two members elected by the state legislature for eight-year overlapping terms. No member may serve more than two terms, and membership on the Board of both women and minorities is mandated. Members of the Board of Governors are selected for their interest in, and their ability to contribute to, the purposes of the Board of Governors.

The duties of the Board of Governors include:

1. planning and developing a coordinated system of higher education in the state;
2. determining, controlling, supervising, managing and governing all affairs of constituent institutions;
3. determining the functions, educational activities and academic programs of the constituent institutions; and
4. acting in an advisory capacity to the governor and state legislature in all matters relating to higher education.

There are five standing committees of the Board, whose duties are prescribed by the Code of the Board of Governors, pp. 8-10: the Committee on Budget and Finance; the Committee on Educational Planning, Policies and Programs; the Committee on Personnel and Tenure; and the Committee on University Governance.

The Board of Governors meets monthly, and its agenda is published in advance of each meeting. The Board of Governors also publishes a quarterly bulletin summarizing actions taken and highlighting special programs, policies and events. Members of the Board of Governors make periodic visits to the constituent campuses to provide on-site contact between the Board and the various faculties, students and support personnel.

Only the President reports directly to the Board of Governors. He is responsible for presenting all recommendations coming through the University system to the Board. The faculty of a constituent institution has access to the Board of Governors through the President.

The only agency within the state of North Carolina which has review powers over the Board of Governors is the Advisory Budget Commission, which may initiate or reverse actions of the Board through budgetary decisions and constraints. In recent years the United States Office of Health, Education and Welfare has sought to exert pressure upon the Board of Governors in the areas of curriculum and academic freedom. The Board is currently in litigation regarding these pressures, and the resulting decision is expected to be of national significance to higher education.

Perceived major strengths of the Board of Governors are:

1. the Board is well organized to insure the fulfillment of its responsibilities;
2. the Board uses consultants to complement its own expertise; and
3. the Board implements a consistent reporting system.

The major weakness of the Board of Governors is the limited contact which Board members have with constituent universities, such as UNCW. Although new members of the Board participate in an orientation program which takes them to each campus in the system during their first year on the Board, subsequent visits are insufficiently frequent for members to be well acquainted with the local campus.

The Board of Governors was created since the last institutional self-study. The results of the faculty survey

indicate that the Board of Governors is perceived as having performed its duties in a manner which enhances the operation of UNCW.

BOARD OF TRUSTEES

The University of North Carolina at Wilmington Board of Trustees is authorized by the Board of Governors. The duties of the Board of Trustees are delegated by the Board of Governors.

The Board of Trustees is composed of thirteen members, of whom eight are elected by the Board of Governors, four are appointed by the governor, and one is the president of the student government ex officio. Members may serve two four-year terms but may be reappointed or elected after one year off the Board. No one may serve simultaneously on the Board of Governors and the Board of Trustees. No state employee or member of the state legislature, spouse of a state employee or legislator may serve on the Board of Trustees. The terms of Board members overlap to preserve continuity. Meetings are held in February, April, July, September and November.

The function of the Board of Trustees is to promote the sound development of the institution, helping it to serve the people of the state in a way that will complement the activities of other institutions and aiding it to perform at a high level of excellence. The Board advises the Chancellor regarding the management and development of the institution and fulfills any duties delegated by the Board of Governors.

For the purpose of carrying out its responsibilities the Board is organized into five committees: the Executive Committee, the Academic Affairs Committee, the Buildings and Grounds Committee, the Fiscal Affairs Committee and the Student Affairs Committee. Lay advisory committees have not been used by the Board of Trustees.

The Board of Trustees was created since the last institutional self-study. The Board meets five times per year. Faculty members have access to the Board through the Chancellor. The Board has been informed of the self-study but is not participating in any activity related to the study. The Board has not formally made an examination of its own weaknesses and contributions to the University.

The perceived strengths of the Board of Trustees rest in the dedicated service of its members and their contributions in initiating actions related to the growth and development

of UNCW. The perceived weakness of the Board of Trustees is the relative homogeneity of its membership. A Board more representative of the entire state of North Carolina would bring a wider perspective to the discussion and development of future recommendations.

In evaluating the effectiveness of the UNCW Board of Trustees, a majority of the faculty perceives that its duties and responsibilities are carried out as prescribed and in a manner which enhances the operation of UNCW.

BYLAWS, POLICIES AND FACULTY MANUALS

Copies of the Code of the University of North Carolina were distributed to the UNCW faculty in 1976. Additional copies are on reserve in Randall Library and in each department office.

The institutional Faculty Handbook was revised and distributed in 1980. Copies of the handbook are given to new faculty at orientation. The handbook is a loose-leaf-bound document containing descriptions of services, procedures and policies in all aspects of the University related to the faculty. The faculty governance document and the policies of reappointment, promotion and tenure are included in the handbook.

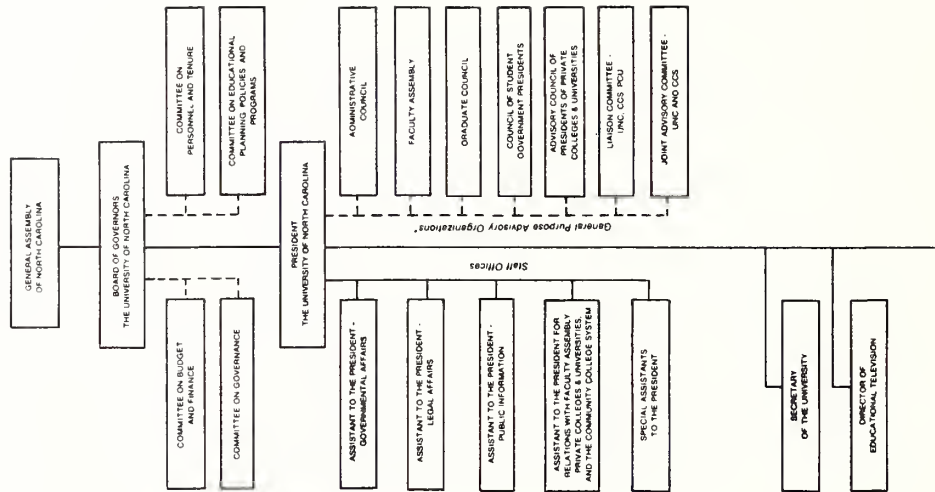
Responsibility for making recommendations concerning the welfare of faculty is placed in the Faculty Welfare Committee of the Faculty Senate. Additionally, a Senate ad hoc Committee on Reappointment, Promotion and Tenure has been reviewing policies on academic freedom reappointment, promotion and tenure for the past two years.

ADMINISTRATIVE ORGANIZATION

ORGANIZATION FOR CENTRAL ADMINISTRATION

The Board of Governors elects the President of the University of North Carolina (see Chart 1). As the chief administrative officer, he exercises complete authority over all institutions comprising the University system, subject to the direction and control of the Board of Governors. He implements policies to govern the programs of the University system and coordinates all activities of the institutions which comprise the system. He is the spokesman and interpreter of the University system to the alumni, the press, the academic world and the public. He is also responsible for the presentation of all University policies and recommendations to the General Assembly, the governor, the Board of Governors, the State Advisory Budget Commission and the federal government.

Five vice presidents report directly to the President. They do research, prepare reports and assist the President in his presentations to the various bodies he advises or informs.



ORGANIZATION FOR INSTITUTIONAL ADMINISTRATION

The Chancellor is chief administrator and executive head of the University of North Carolina at Wilmington. He exercises complete authority within the University subject to the direction of the President and the policies of the Board of Governors and the Board of Trustees.

The Chancellor attends all meetings of the Board of Trustees and is responsible for keeping the Board fully informed of the operation of the institution and its needs. He is also responsible for keeping the President, and through him the Board of Governors, fully informed concerning the operations and needs of the institution. Subject to policies prescribed by the Board of Governors and by the Board of Trustees, the Chancellor makes recommendations for the appointment of personnel within the institution and for the development of educational programs (see Chart 2).

The Chancellor presents to the President all matters concerning the institution which are to be considered by the Board of Governors or any of its committees. In accordance with prescribed administrative procedures uniformly applicable to all constituent institutions, the Chancellor participates in the development of the proposed budget of the University of North Carolina system.

The Chancellor is the official medium of communications between the President and all deans, heads or chairmen of departments, directors and all other administrative officers, faculty members, students and employees. He is also the official medium of communications between the Board of Trustees and all individuals, officials, agencies and organizations, both within and without the institution. The faculty survey indicates that a majority of the faculty expressing an opinion (99 to 86) believe that communications between the faculty and the office of the Chancellor could be improved.

Subject to policies established by the Board of Governors, the Board of Trustees or the President, the Chancellor is the leader and general spokesman for the institution. He promotes the educational excellence, general development and welfare of the institution and defines the scope and authority of faculties, councils, committees and officers of the institution.

The Chancellor is a member of all faculties and other academic bodies of the institution and has the right to preside over the deliberations of any legislative bodies of its faculties.

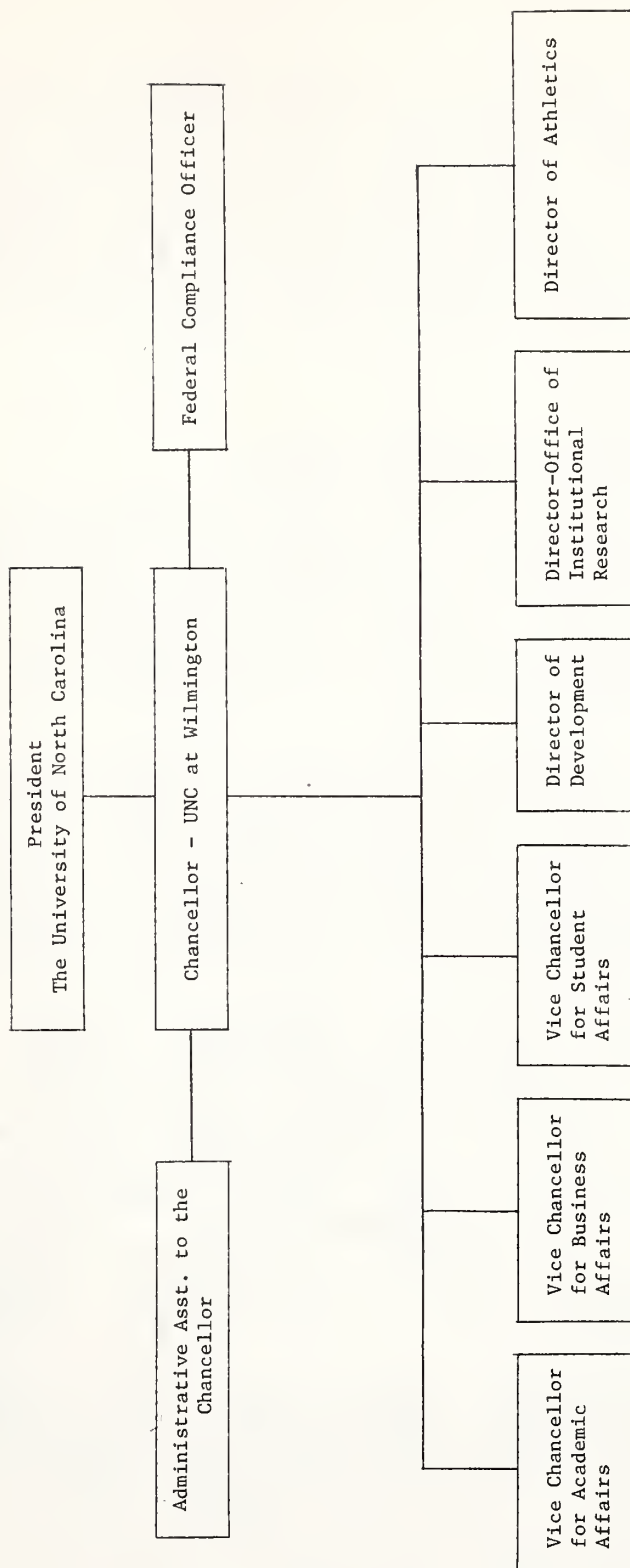


Chart 2: UNCW Administration

Subject to the policies and regulations of the Board of Governors and the Board of Trustees, the Chancellor exercises full authority in the regulation of student affairs and in matters of student discipline in the institution. In the discharge of this duty, the Chancellor may delegate such authority to faculty committees and to administrative or other officers of the institution or to agencies of student government.

Organization for Academic Affairs

The Vice Chancellor for Academic Affairs reports directly to the Chancellor. At present, the Academic Affairs division is subdivided into ten units (see Chart 3), each of which is led by a dean or a director. All deans and directors report to the Vice Chancellor for Academic Affairs. The responsibilities of each unit are listed in Appendix D.

The Vice Chancellor uses a conference and reporting system to maintain communications with the units reporting to him. He meets with the Deans of the College and Schools as a group each week and individually as required. Other deans and directors meet with the Vice Chancellor at least twice a month, usually in individual meetings. All units submit an annual report to the Vice Chancellor.

At present the Vice Chancellor holds several other positions, including Director of Graduate Programs and Director of Research. With the growth of the institution's academic programs, it is inevitable that some of the Vice Chancellor's present responsibilities will be assumed by persons reporting to him. While there are now no specific plans for any significant shift of responsibilities, Directors of Research and of Graduate Programs, who can devote the major part of their time to these positions, should be named.

All appropriate members of the Academic Affairs administrative staff participate in the staff's decision-making, and the Vice Chancellor also appoints committees and task forces when they are needed for making decisions.

Policies

1. Policy Development: Academic policy development is a university-wide process. It involves a high degree of involvement from faculty, as well as from students when appropriate. Ordinarily, faculty committees

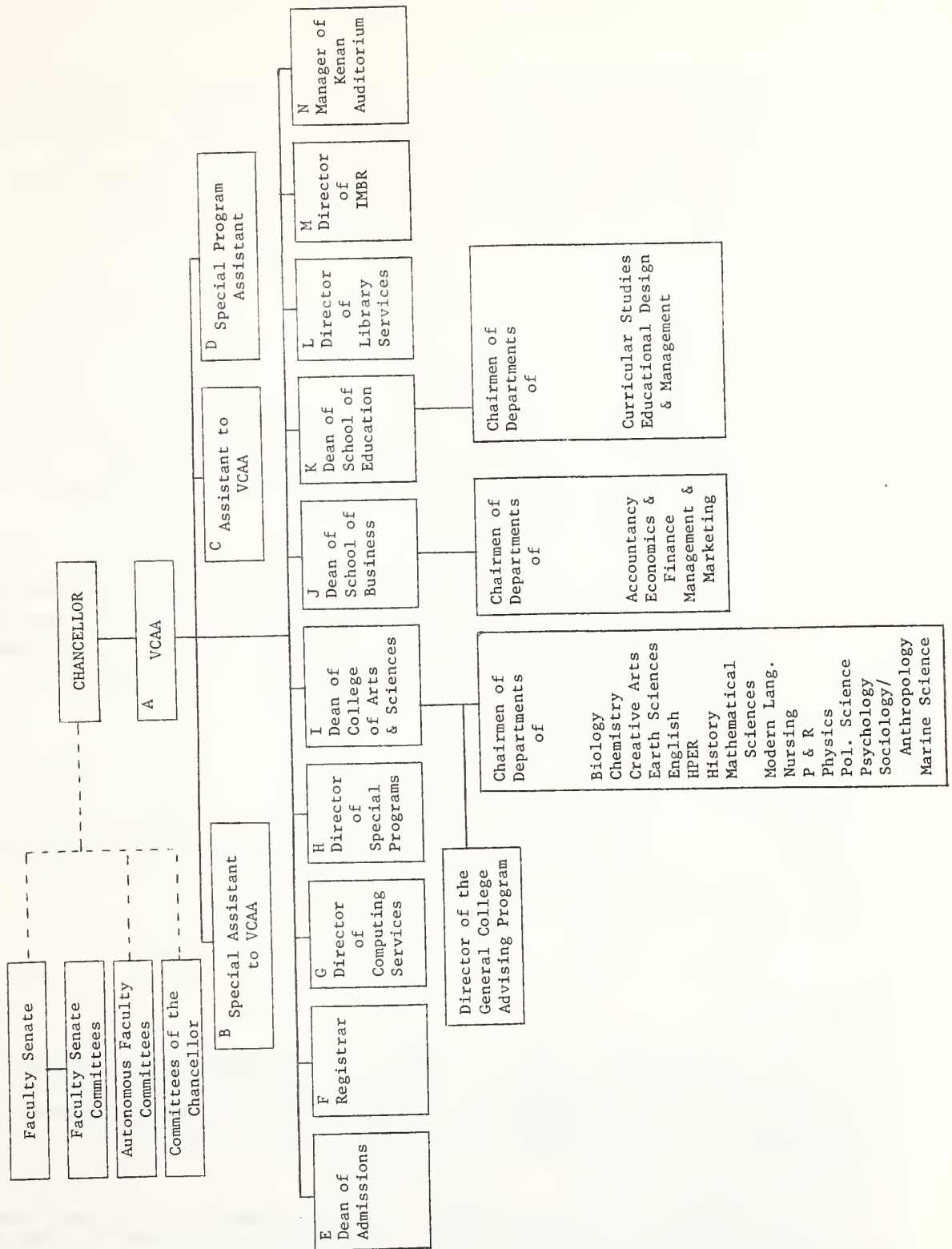


Chart 3: Academic Affairs Division

recommend policy to the Chancellor through the Faculty Senate. The Chancellor then consults with his senior administrative staff and makes recommendations to the Board of Governors or the Board of Trustees. A committee may submit specific policies through a dean to the Vice Chancellor.

2. Students: Students have various channels by which they may contribute to policy development. The president of the Student Government Association is an ex officio voting member of the Board of Trustees. Students are members of several significant University committees, including the Academic Court, the Athletic Committee, the Building and Grounds Committee, the Calendar Committee, the Financial Affairs Advisory Committee, the Library Committee and the Student Affairs Committee.
3. Promulgation and Execution: All University academic policy is published in the University Catalogue, which is updated and issued annually. Changes in policy are sent to all faculty members in memorandum form. Students are advised of changes through student publications and, if appropriate, by letters to each student.

An effort is made to execute policies in the most timely manner possible and to advise all affected parties of schedules, deadlines and dates in advance of execution times. A majority of faculty expressing an opinion (111 to 71) feel that communication between the faculty and the office of Academic Affairs is satisfactory.

Planning

The University has a Planning Committee composed of faculty members and administrators. The Vice Chancellor for Academic Affairs chairs the committee. A major task of the committee is to keep the institution's five-year plan constantly updated.

The present cooperative decision-making structure is flexible enough to incorporate significant growth. While we anticipate continued growth, external factors insure that growth will be orderly. All new programs must be approved by the Board of Governors, which also determines an enrollment ceiling. The division's structure for decision-making is established on the conviction that the process should be open and accessible to all members of the University. The faculty survey, however, indicates that most faculty do not understand the methods employed to

develop long-range plans. Only 48 responded that they understood planning procedure, while 123 did not.

The Office of Institutional Research provides most quantitative data on which decisions are based. In July 1980, the position of Special Assistant to the Vice Chancellor for Academic Affairs was established, with responsibility for overseeing the gathering of computer-based information.

Organization for Student Affairs

The Vice Chancellor for Student Affairs is appointed by the Board of Governors upon recommendation by the President of the University system. A recommendation is made to the President by the Chancellor after consultation with the Board of Trustees. The Vice Chancellor is directly responsible to the Chancellor for the supervision of student housing services, student union activities, financial aid, counseling and testing, career planning and placement, student health services and religious concerns (see Chart 4). The faculty survey indicates that a large majority of faculty expressing an opinion (98 to 69) believe effective communication exists between the faculty and the Office of Student Affairs.

The following administrators are appointed and directed by the Vice Chancellor:

The Dean of Students is responsible for residence hall living, governance and discipline, advising international students, conducting exit interviews with all students who withdraw from the University, providing information on residency for tuition purposes, personal counseling, serving as adviser to the Student Government Association, coordinating the campus program of student activities, nominating for "Who's Who in American Universities and Colleges," assisting with the mechanics of commencement and supervising the Assistant Dean for Residence Life. Although there were two Deans of Students until this year, the Office is currently being restructured, with the University replacing one Dean with an Associate Dean. Since a high percentage of faculty and students have in surveys indicated a concern for the needs of our many older, "non-traditional" students, an Associate Dean is being sought who has experience with the needs of these students.

The Director of Counseling and Testing is responsible for the counseling of students, both individually and in groups, regarding educational, personal, social and vocational concerns. The Director also supervises and directs the testing programs administered by his office.

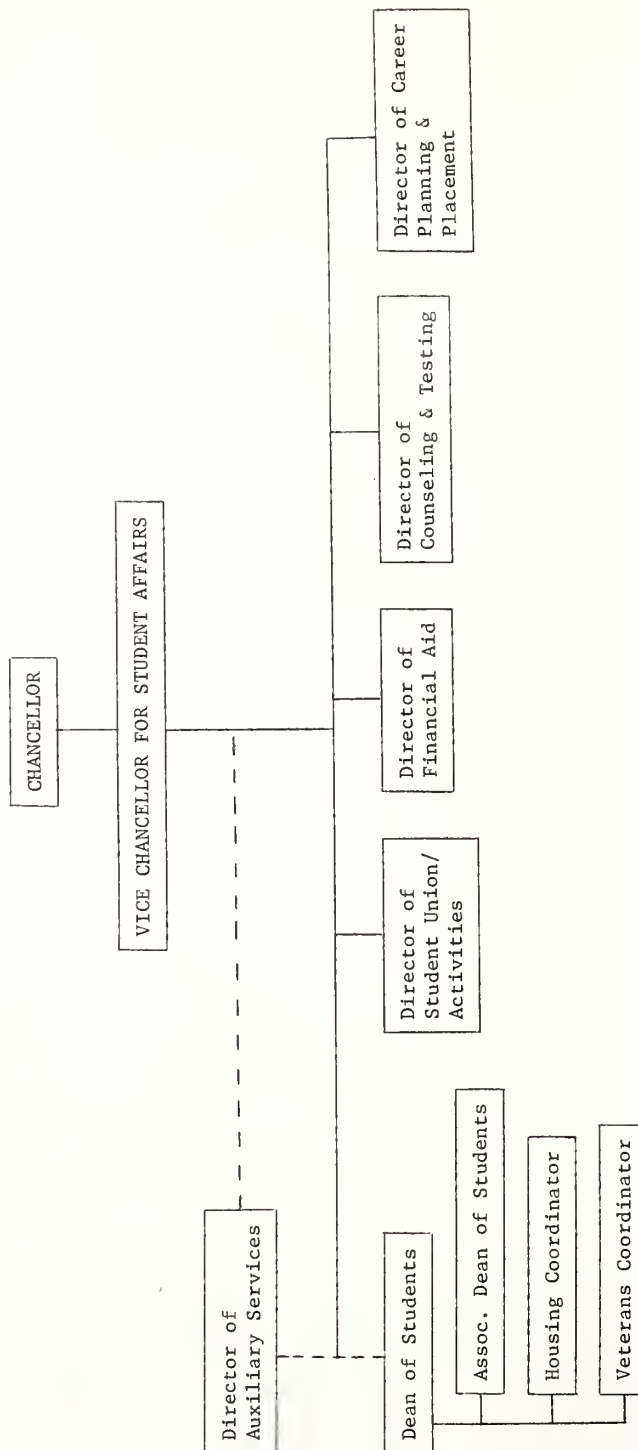


Chart 4: Student Affairs Division

The Psychological Counselor offers counseling to individuals and groups of students regarding educational, personal, social and vocational needs; selects and interprets tests for use in counseling; provides educational, vocational and other information to students; and provides counseling regarding reading and study skills.

The Director of the Student Union is responsible for the administration of the Student Services Building. The Director provides initial guidance and referral services to students. The Program Coordinator working under the Director provides coordination, planning, implementation and evaluation services to student groups.

The Director of Student Financial Aid administers the financial aid program that includes work-study, work assistance, scholarship and student loan programs.

The Housing Area Coordinator oversees dormitory counselors and work-study students who assist with dormitory work. He is responsible for counseling and disciplining students living in dormitories. The coordinator is under the supervision of the Vice Chancellor for Student Affairs and the Director of Housing.

The Director of Career Planning and Placement provides assistance to students in the areas of career counseling, part-time and full-time job referrals, cooperative education and internship placements, graduate school admission and financial information, job search skills, credentials service, re-entry and non-traditional student counseling, and career and employer information. Because increased demand for the services of the office has been generated by growth in enrollment, staff is currently overextended.

Organization for Business Affairs

The goal of the Business Affairs division is to provide support for the educational mission of the University. The Chancellor has delegated the responsibility for the total management of the Business Affairs division to the Vice Chancellor for Business Affairs.

The organizational structure of the Business Affairs division provides for clear lines of authority so that assigned duties can be carried out systematically (see Chart 5). Job descriptions for each administrative officer are included in Appendix D. The Business Affairs organizational chart and copies of the job descriptions for all administrators are updated annually by the Vice Chancellor for Business Affairs and furnished to each administrative officer.

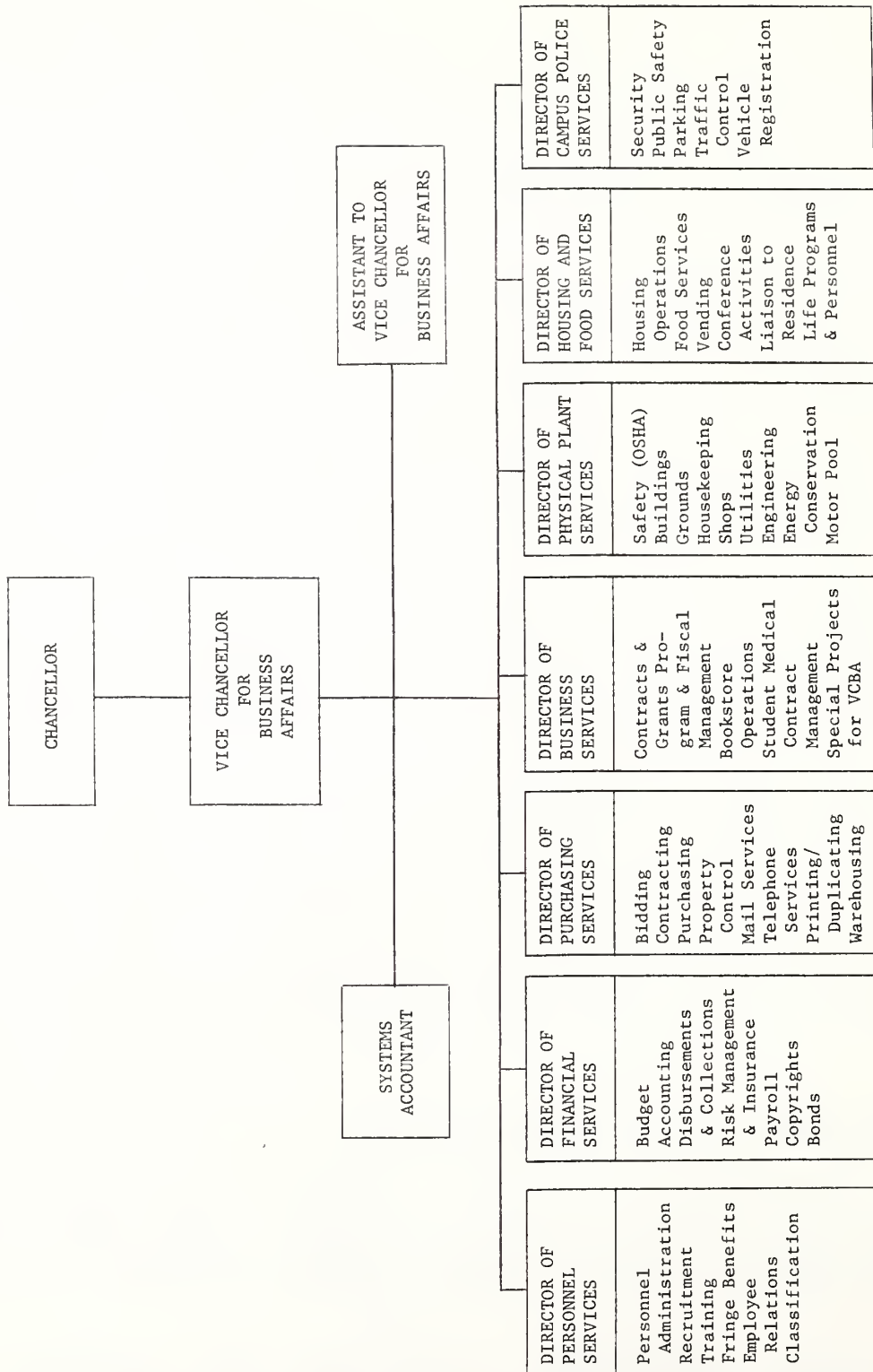


Chart 5: Business Affairs Division

Most faculty members expressing an opinion (83 to 47) believe effective communication exists between the division and the faculty.

Business Affairs department heads develop goals and objectives with their staffs annually.

The division is committed to upgrading its personnel. A comprehensive in-service training program for non-instructional personnel is being developed.

The Vice Chancellor and the administrative officers are well educated and trained for the positions they hold. The Vice Chancellor has ten years of experience in educational administration and finance and several years of private business experience. All department heads have at least five years of actual experience in university administration.

The Vice Chancellor conducts weekly staff meetings with the administrative officers. He also conducts quarterly supervisory staff training sessions for all first, second and third-line supervisors. Department heads conduct staff meetings with the employees in their departments to seek recommendations and transmit information.

Procedures for the division are set forth in a University Administrative Procedures Manual, and updated copies are sent to each department head and senior officer. Efforts are made continually to formalize and revise operational policies and procedures in the manual.

One current need is a systems auditor on the staff. This position is vital to a growing University in developing, revising, and maintaining operational systems and performing internal auditing programs. Since the division is responsible for internal control of University funds and property and adherence to state and federal operational policies, the University should hire an internal systems auditor to carry out these responsibilities.

The Office of State Budget, the Office of State Personnel, the Office of State Purchasing and Contracting and the Office of State Construction set forth general policies and guidelines which generally govern the Business Affairs operations of the University. The interpretation of state and federal policies on business operating policies and procedures is made by the appropriate administrative officer. Information and recommendations are obtained from students, faculty and staff through the administrative structure.

Budgetary allotments made to the Business Affairs division for operations seem to be consistent with the allotments made to other administrative areas throughout the University. Additional funding, however, will be needed in the future to provide expanded services for a growing faculty, staff and campus, as well as for the upkeep of property and grounds.

Budgetary allotments for staffing also seem to be consistent with the allotments made to the administrative areas throughout the University. There is, however, a continuing demand for funding to establish needed support positions. A "personnel needs analysis" made within the division in September, 1980, reveals that four professional and approximately forty nonprofessional positions are needed.

Clerical positions are assigned by the appropriate administrative officer. Once a position is designated to a department, the lines of supervision come from the department head. The physical plant operation and auxiliary enterprises are assigned administratively to the Vice Chancellor. Each of these functions is supervised by a department head.

Salaries are set by the North Carolina State Wage Standards. Other budgetary needs are determined by the department heads and the Vice Chancellor. The physical plant is noticeably understaffed in some areas; however, requests have been made for assistance in the 1981-83 Change Budget request. The Vice Chancellor has recently reassigned several responsibilities to improve operations. Benefits available to non-instructional University employees are described in the SPA manual.

Organization for Institutional Advancement

Development and Fund Raising

The Development Office is responsible for institutional advancement through programs in public relations, alumni affairs, special events and fund raising. This includes responsibility for internal and external campus communications and publications. Another primary function of the office is to solicit private funds for use in current spending, capital projects and the University endowment. The Development Office seeks to create public awareness and an atmosphere of confidence in the University which will translate into visible support for the institution.

The administrative staff of the Development Office is responsible for carrying out the operations of the institutional advancement program. The current staff consists of a Director of Development, a Director of Information Services and a full-time secretary assisted by two part-time student workers. The tasks assigned to the office are greater than it can adequately handle, and additional staffing is needed. A majority of faculty expressing an opinion (51 to 36) consider the Development Office ineffective, although 113 respondents expressed a lack of knowledge about its adequacy, and an even greater number (141) did not know whether the Office was adequately staffed or funded.

The Board of Directors of the Foundation of the University provides direct support to the institutional advancement program by promoting gifts and responding to financial requests whenever authorized and supported by the administration. Currently, the advancement program does not receive any support from students with the exception of volunteer efforts on public relations programs and the use of student facilities and equipment. Senior class gifts have been received from some classes, but the practice has not been strong in recent years in spite of the office's efforts.

A long-term and vital part of the institutional advancement program has been the work of the Friends of UNCW, an organization whose support to the Library has exceeded \$75,000 over the past ten years. This group depends on a direct mail solicitation and has identified the Library as its main area of continuing concern.

Because of the absence of coordination among the campus' different fund-raising publics, it has traditionally been the responsibility of each group's board of directors to examine whether it has accomplished its goals. This procedure makes it difficult to develop a coordinated fund-raising program.

Another fund-raising effort involves the Alumni Association. Annual contributions are solicited from all alumni each year to support the Fund. The number of donors and the amount of dollars received have increased dramatically over the last three years (see Table 1).

The Foundation of the University also developed "deferred giving" programs aimed at alumni and other area citizens (see Table 3). In order to improve the level of giving and increase the number of participants, a "patrons program" was instituted in 1977 and has resulted in increased annual support to the Foundation (see Table 2).

Alumni programs are self-supporting, and funds are received from direct-mail campaigns conducted from the Development Office.

YEAR	NO. OF DONORS	AMT. RCVD.	AVERAGE GIFT	EXPENSES	COST PER DOLLAR
1975-76*	\$100	\$200	\$2.00	-	-
1976-77*	100	\$250	\$2.50	-	-
1977-78**	167	\$2154	\$12.90	\$613.33	\$0.28
1978-79**	173	\$2675	\$15.47	\$661.97	\$0.24
1979-80**	228	\$4974	\$21.82	\$1152.45	\$0.23

* Program operated on dues; amounts are estimates.

** Program after change to Alumni Annual Fund.

TABLE 1

Alumni Contributions and Solicitation Costs

Another critical examination of the development program determined that the Foundation has not been successful in reaching some industries and businesses whose support went to schools producing technical graduates needed by those corporations. This obstacle has been difficult to overcome; however, should the proposed M.B.A. degree program be established, our acceptance among these corporate citizens should result in even more active participation in the giving programs.

The Development Office makes a constant effort to monitor the cost effectiveness of all fund-raising programs. A complete listing and breakdown of income versus development cost is difficult to determine since the Development Office staff also has full responsibilities for non-income-producing programs such as institutional relations, publications, University special programs and public affairs.

Alumni participation in the Annual Fund campaign is the most accurate way of determining alumni interest in the University. In the last five years the program has grown to where this past year almost 230 alumni participated in the Annual Fund campaign. This represents approximately 6%

GIFTS RECEIVED

CASH

NON-CASH

Capital Campaign	1974-75	\$416,723	-
Capital Campaign	1975-76	58,723	-
	1976-77	30,147	-
	1977-78	39,985	-
	1978-79	36,231	\$65
	1979-80	28,403	74

Pledged to the Patrons Program (payable over 10 years):

Patrons of Excellence	\$150,000
Special Patrons	45,000
Patrons	7,000

UNCW Foundation market assets on September 30, 1980 were \$279,343. The fiscal agent is Wachovia Bank and Trust Company of Winston-Salem, North Carolina.

TABLE 2

Gifts to UNCW and UNCW Foundation

NO. DONORS AMOUNT INDICATED

Life insurance	3	\$ 55,000
Wills (cash settlements)	7	1,986,000
(personal property)	1	3,500
(real property)	1	125,000
TOTALS	12	\$2,079,000

TABLE 3

Expected Income from Deferred Giving

of those alumni who received the solicitation appeal, which is still far below the national alumni participation rate of 18%.

Endowment

The University Endowment Fund was created out of private gifts to the University and is managed by an investment committee appointed by the Board of Trustees. Only the earnings can be spent as authorized by the Board. The Chancellor and Vice Chancellor for Business Affairs are assigned responsibility for monitoring and administering the fund. The Development Office works with the Endowment Fund only to the extent that calls on potential donors indicate future gifts should be channelled to the Fund in order to meet the objectives of the donor. Current market value of the Endowment Fund is \$1,424,916.

Institutional Relations

The main purpose of institutional relations is to present the University in a favorable light and to be aware of its public image. The News Bureau of the Development Office is responsible for providing official releases about the University to the media. The bureau also assembles and distributes a monthly and quarterly calendar of events. Because of the rapid growth of the institution, some functions of the Bureau are not handled efficiently. The bureau does not now operate an effective campus newsbeat due to personnel limitations. The photographic services suffer from scheduling difficulties and require constant retraining of student staff. The quality of work also varies among student workers.

The Development Office has also been assigned the responsibility of coordinating all off-campus publications produced by the University. Over the past few years the publications program has grown to the point where it now puts a stronger and more critical demand on the time available in the Development Office. In addition, the Development Office coordinates campus-related public-affairs events both on and off campus, plans special programs as identified by the campus administration, is involved in student activities both at the freshmen and senior level and maintains current names, addresses and graduation years of over 5,000 alumni.

The Development Bulletin is produced quarterly by the Development Office and keeps alumni informed about major

University developments and the activities of other UNCW graduates.

The Annual Fund Appeal is produced by the Development Office. While the funds go directly to the Alumni Association, the administration of the program has increased the number of participants as well as dollars received.

Institutional Research and Planning

The Office of Institutional Research (OIR) was founded in the mid-1960's to meet the increasing need for uniform and consistent collection, analysis and reporting of information about UNCW. Since that time the magnitude and complexity of those responsibilities have grown as the University enrollment has increased. Today, the office is an integral part of the administrative and academic decision-making process, providing both current and historical statistical information and projections for long-range planning. The office maintains lines of communication with both senior and lower level administrators as well as individual faculty members and faculty committees. Students may gain access to information from Institutional Research through their instructors, through the Student Government or through the various offices under Student Affairs.

The office is charged with the responsibility of coordinating external reporting for the institution. Currently, approximately 85% of all reporting is completed by the OIR in order to guarantee consistency between individual reports. Besides this reporting responsibility, the office provides information on student retention, continuation and progress to the Admissions Committee. An analysis of freshman student performance is also provided to this committee and forms the basis for the predicted grade-point-average formula which is used to admit new freshmen. The OIR also performs analyses as requested by departments and other administrative units.

Organization for Athletics

The Director of Athletics is the administrative head of the Department of Athletics and is directly responsible to the Chancellor of the University for its operations (see Chart 6). The duties of this position include coordinating and supervising the Department of Athletics, developing and managing the athletic budget, making recommendations concerning athletic personnel, and planning and developing athletic facilities.

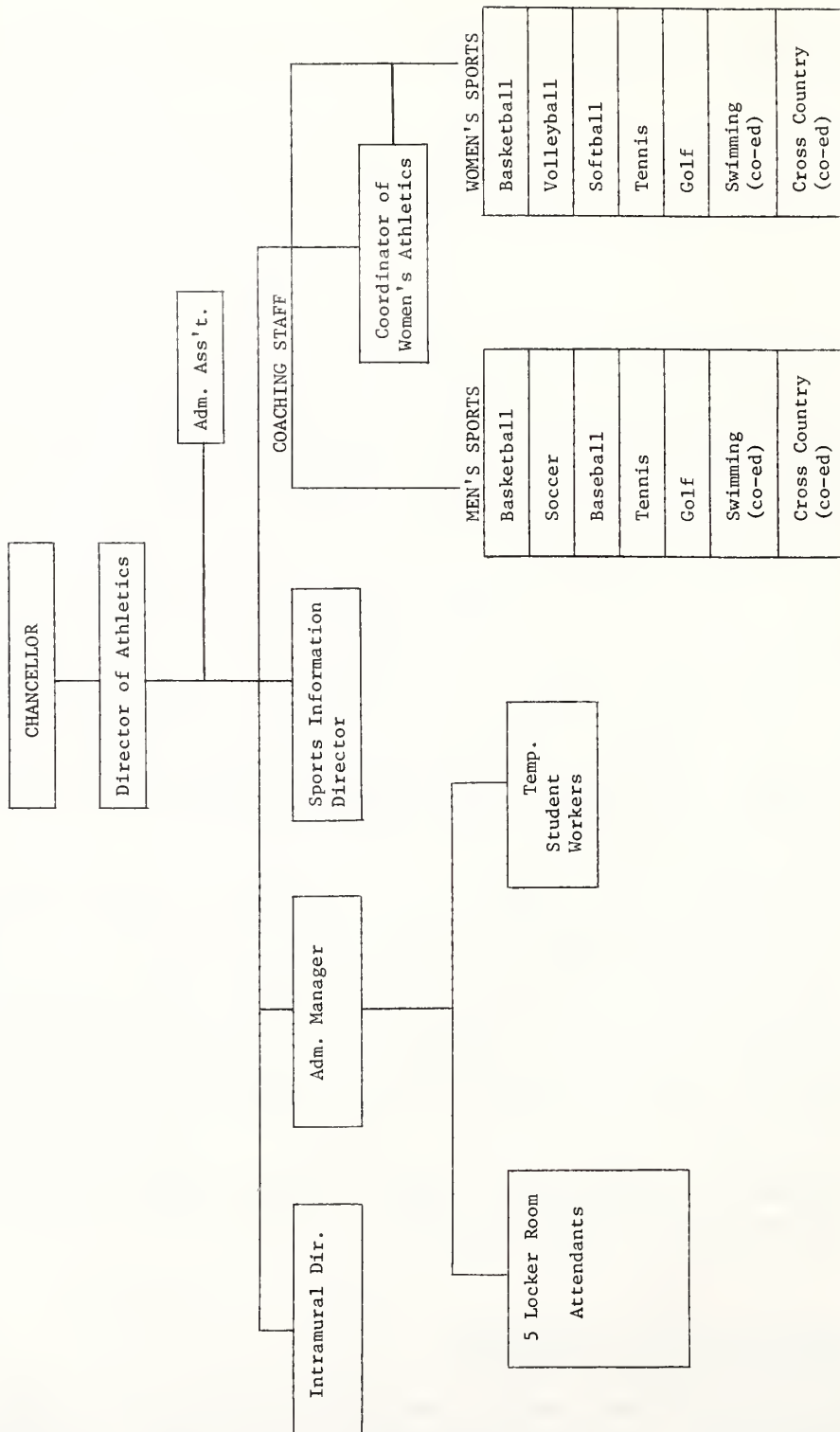


Chart 6: Department of Athletics

Subject to the policies and regulations established by the Chancellor, national athletic organizations for men and women, and federal and state regulations, the Director of Athletics is the general spokesman for the Department of Athletics and represents the University on athletic matters.

The Director may delegate authority for many administrative functions and duties, such as game contracts and scheduling, eligibility of athletes, insurance programs and team travel arrangements. The following offices are responsible to the Director of Athletics:

1. Coordinator of Women's Athletics
2. Sports Information Director
3. Director of Sports Medicine
4. Director of Facilities and Business Manager
5. Head coaches of all sports
6. Intramural Director.

In addition to the administration of the athletic funds, the Director of Athletics is also responsible for the administration of the Physical Activities Support Fund, the Facilities Fund and the Intramural Fund.

PROJECTIONS

Since the last institutional self-study, the University has experienced rapid growth--in student population, physical plant and programs--and, as a consequence, organizational changes have resulted. The pattern of growth established in the last decade is likely to continue into the immediate future, though perhaps at a less rapid pace. Future expansion will undoubtedly require additional changes in the institution's organization and administration. Changes will perhaps be needed most quickly in those areas which provide services to students and in administration, particularly the administration of new programs such as the Graduate School and the College of General Studies.

As the University matures, research activity is likely to increase considerably, especially since graduate programs are being instituted in all three academic divisions. The administration of student services is also expected to expand, notably in such areas as housing, medical care, financial aid and career planning. The projected growing enrollment of older, non-traditional students will also need to be addressed administratively.

RECOMMENDATIONS

The following recommendations are made concerning organization and administration:

1. Since the faculty survey revealed that more than half the faculty did not understand the functions of the governing boards and a large number of faculty feel that communications between the faculty and administration is inadequate, the governing boards and administration should review their procedures for communication and make efforts to improve them.
2. An Office of Alumni Affairs should be established within the Development Office to give greater attention to the growing numbers of alumni and to improve the gathering and computerizing of alumni information. All the gift-soliciting units within the Development Office should be integrated and directed by a single administrator whose main responsibility is fund-raising. Additional personnel should be hired to solicit funds from private sources. Since research, travel, academic scholarships and a variety of other faculty-development and student-service programs must depend on non-state funding, it is crucial that the effectiveness of the University's fund raising program be improved. Both the Development Office and the Office of Institutional Research should receive at least one additional staff position because of the rapid growth of the University.
3. Since no formal periodic evaluation of the administration is now undertaken, a suitable instrument should be developed to measure faculty perceptions of administrative effectiveness and administered every three years. The faculty survey indicated that more than half the respondents believe there is insufficient communication and faculty participation in University decision-making.

STANDARD III
EDUCATIONAL PROGRAM

INTRODUCTION

As indicated by the self-study questionnaire, the faculty are, in general, satisfied with their role in the planning of the University's academic program. Both physical and library facilities appear to be adequate for the current academic programs. The most widely perceived needs are for additional funds to encourage faculty development in the area of instruction.

In 1971, the North Carolina General Assembly declared that it was the policy of the State of North Carolina to provide its citizens with access to higher educational opportunities through a well-planned and coordinated system which is effective, efficient and responsive to educational needs. As "a community of scholars dedicated to teaching, learning, creating, and extending knowledge through research," the University of North Carolina at Wilmington attempts to fulfill this policy through its undergraduate and graduate educational programs. According to the 1981 Statement of Purpose, the specific objectives of the educational program are "to stimulate curiosity, imagination, and creativity; to communicate both general knowledge and the facts and concepts particular to various disciplines; to foster clear thinking, rational decision-making, and fluent, accurate communication; and to develop skills appropriate to the various disciplines."

The programs offered by the University are designed to serve a broad range of abilities and interests in the liberal and fine arts, the sciences and several professional areas. Undergraduate programs include: pre-professional programs, a two-year program leading to the Associate in Arts degree in Nursing, and four-year programs leading to the Bachelor of Arts and Bachelor of Science degrees, including professional programs in Business Administration and Education. In addition, special programs in a variety of areas including Marine Science Research and Continuing Education are offered. Graduate programs are also offered which lead to the Master of Education and Master of Science degrees.

ADMISSIONS

POLICY

An Academic Standards Committee is responsible for admissions policies at the University. The committee is composed of seven voting faculty members and the Vice Chancellor for Academic Affairs, the Dean of the College of Arts and Sciences, the Deans of the Schools, the Dean of Admissions and the Registrar. The latter are ex-officio, non-voting members of the committee. This committee, upon approval of the Faculty Senate, recommends to the Chancellor all admissions policies for submission to the Board of Trustees. The Board of Trustees must approve all such policies. Faculty members of the Academic Standards Committee, as well as the chairman, are appointed by the Chancellor upon receipt of recommendations from the Senate Steering Committee, which is composed of the Chairman, Vice Chairman and Secretary of the Senate, and four additional senators elected by the Faculty Senate.

After recommendations by the Academic Standards Committee have been approved by the Senate, the Chancellor and the Board of Trustees, the Dean of Admissions implements and administers the new policies. This function is clearly established and readily identifiable in the University Catalogue and the Undergraduate Admissions Bulletin, and on all application forms. Under the supervision of the Dean of Admissions, an Assistant Dean and an Admissions Counselor aid in applying and maintaining the specific criteria for admission. They are responsible for the admission of high school students, transfer students, unclassified students, special students, summer visitors, special high school students, foreign students and senior citizens, and they function within the specific criteria as established. In addition, admission to the Associate Degree Program in Nursing requires an interview and approval by the Department of Nursing.

The University seeks to admit students with the intellectual ability to be successful in their college careers. Students must also have the motivation and the determination to take advantage of the opportunities the University offers. The University requires that all students regularly admitted as freshmen or as unclassified students meet the requirements listed in the Catalogue.

Students who enroll as unclassified students may take any undergraduate course as long as the prerequisite listed in the course description is honored. Unclassified students are limited to two courses per semester or summer term and may apply for admission as degree candidates upon completing a minimum of 15 semester hours with a "C" average for work attempted. The student must also have completed English 101-102 and three semester hours of basic mathematics with a "C" or better. A transfer student who has completed these courses with a "C" or better will be considered as having met this requirement.

Unclassified students are allowed to enroll for a maximum of 30 semester hours. When this limit is reached, the student must be eligible to enroll as a degree candidate or terminate his or her enrollment with the University.

A student wishing to transfer to the University from another institution must also meet the requirements for admission. Students seeking admission by transfer of credits are required to have all transcripts of previous college or university records forwarded to the Dean of Admissions by the Registrar of each institution they have attended. Even though no transfer of credit may be involved, all previous college or university experience must be certified by transcripts or records of attendance. Further procedures for transfer students are outlined in the University Catalogue.

In addition, individuals may enroll at the University under the following circumstances as long as they meet the appropriate admissions requirements, which are listed in the Catalogue.

Students with the Baccalaureate Degree

Anyone who already possesses a college degree and wishes to enroll for an undergraduate course in the University or to work toward a second baccalaureate degree may register through the Office of Admissions.

Summer Visitors

During the summer session, students from other colleges or universities may be admitted as visitors by using the "Summer Visitor" application. Applicants from other colleges or universities should seek prior approval from their dean to take courses at the University. The University assumes no responsibility in determining a

student's course selection when such credits are to be transferred elsewhere. Enrollment by permission from another institution in no way obligates the University to continue the student's enrollment after the expiration of the permission period. Summer visitor applications and schedules are available by February of each year.

Special High School Students

Selected high school seniors who wish to pursue an academic program on the collegiate level while attending high school may enroll at the University if they meet the qualifications for participation in this program. Because of travel distance, this program is available primarily to students in the Wilmington area. Special applications for admission are available in the office of the high school counselor. Students may enter this program at the beginning of the fall, spring or summer term.

Senior Citizens

Residents of North Carolina who have attained an age of 65 and who meet admission requirements may enroll tuition-free if class space is available. Availability of space cannot be determined until after registration.

Foreign Students

The University welcomes applications from foreign students. Prospective students must score 500 or better on the Test of English as a Foreign Language (TOEFL) to indicate their English proficiency. Those from an English-speaking country must score at least 800 on the SAT. No evaluation is made of high school, foreign university or college transcripts; however, a foreign student who transfers from another American college or university must meet the admission requirements specified for transfer students.

Guidance and counseling of foreign students is done either by the Admissions Office, by department chairmen or faculty or by the Dean of Students, who serves as the International Student Advisor. This person assumes basically the same duties as academic advisors across campus. The University does not have any formal follow-up procedures to evaluate the results of this program; however, as our foreign student enrollment is minimal (11 in the fall

of 1980), formal follow-up evaluation procedures do not seem necessary at this time.

Special Admissions

A limited number of students who do not meet the regular admissions standards but who have demonstrated the potential to succeed as college undergraduates based on their high school records and letters of recommendation are also admitted. These students are assigned to special advisors who work closely with them, and they may enroll in no more than 12 credit hours of courses until they have demonstrated their ability to succeed with a full load.

ADMISSIONS APPEALS

An Admissions Appeals Committee evaluates appeals by those prospective students whose applications for admission have been denied, or who cannot be processed by the Admissions Office without special consideration. This committee is composed of five voting faculty members and the Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the Dean of the College of Arts and Sciences, the Deans of the Schools, the Dean of Admissions, the Registrar and the Director of Counseling and Testing. The latter are ex-officio, non-voting members.

In order to remain, all students must meet the quality-point requirements as outlined in the University Catalogue. Students who are dismissed for academic reasons can be readmitted upon a probationary basis and must prove themselves by meeting the required quality-point average.

A second academic dismissal is final unless eligibility for continued residence or for readmission is restored by completion of sufficient work during summer sessions.

Prospective students are made aware of admission, financial aid, and other policies through the University Catalogue and the Undergraduate Admissions Bulletin. Students are aware that their transcripts must be entirely validated and that work credited on those transcripts must be completely evaluated according to the criteria established for admission or transfer. Moreover, these and other pertinent documents are kept on file in the Admissions Office until formal admission to the University. After admittance and acceptance, all documents are kept in the Records Office where they are available for inspection by legally authorized persons at any time.

RECRUITMENT

The Dean of Admissions and his staff, as members of the Carolinas Association of Collegiate Registrars and Admissions Officers, participate in statewide programs that inform prospective students and their parents of admissions requirements, academic programs and the costs of tuition and maintenance. Generally, most activities are planned and implemented during the fall months. These statewide programs include visits to high schools and community and junior colleges, as well as follow-up recruitment through special programs offered to fraternities and sororities; social, civic, and minority organizations; newspapers; and television and radio stations. In addition, attempts are made to increase minority enrollment through participation in programs sponsored by the National Scholarship and Service Fund for the Negro Student and through special presentations to minority groups in southeastern North Carolina. Prospective students are encouraged to visit the campus during High School Visitation Day, which is held each spring, as well as on an individual basis throughout the year.

ENROLLMENT

The University has experienced continued, yet reasonably controlled, growth in student enrollment. The institutional self-study of 1971 reported an enrollment increase from 1209 to 1802, or 49 percent, from 1966 to 1970. Since that time, enrollment has continued to increase. From 1975 to 1981, full-time equivalent undergraduate enrollment increased 46.2 percent or from 2721 to 3979 (see Appendix E). These figures represent all full-time and part-time students. During this same six-year period, the faculty FTE increased from 183 to 270, or 47.5 percent.

Although growth has occurred throughout the campus, an analysis of individual departmental data (see Appendix E) suggests that some departments have grown more slowly than the University as a whole. These slower increases in the College of Arts and Sciences are in the Departments of Biology, Chemistry, Creative Arts, Modern Languages, Physics, Political Science, and Sociology-Anthropology. Although the percentage of growth in each of these departments has not kept pace with the University's growth, enrollments in these areas remain high. The Departments of Earth Sciences; English; Health, Physical Education and Recreation; Mathematical Sciences; and Psychology have shown significant growth in the past six years. The School of Education, which introduced a graduate program in Fall 1978, has shown almost no change in enrollments during the past

six years; whereas the School of Business Administration has shown a 111.8 percent increase from 1215 (1975-76) to 2448 (1980-81).

FINANCIAL AID

The Financial Aid Office administers a program of financial aid which seeks to meet the needs of all enrolled students. While the program provides for the recognition of talent and outstanding student achievement, its primary objective is to assist students with demonstrated need. This assistance may be in the form of scholarships, grants, loans, work-study jobs or a combination of any of these programs.

Eligibility is determined by "needs analysis" and the Financial Aid Office according to federal guidelines. Needs analysis calculates the ability of the student and his or her family to finance the student's education. Factors considered are family resources, family size, any unusual expenses, any employment expenses and the number of family members in college. Based on these determinations, funds are awarded according to the program applied for, the amount requested and eligibility for specific programs.

CURRICULUM

REVIEW, ESTABLISHMENT AND ADMINISTRATION

The general educational policy, including the curriculum policy, is the responsibility of the Board of Governors of the University system and the Board of Trustees of UNCW. As the governing authority of the University, the Board of Governors is authorized to plan and develop a coordinated system of higher education in North Carolina and is responsible for the general control of all affairs of the constituent institutions. The Board has delegated some of its powers to the Boards of Trustees of the sixteen constituent institutions.

All new degree programs must be approved by the Board of Governors, and the procedures for obtaining this approval are contained in Long-Range Planning 1980-1985 (the University of North Carolina Board of Governors) (See Appendix F).

In obtaining approval for new degree programs, the Planning Committee of the University requests the chairmen of all academic departments to submit new program plans for inclusion in the annual revision of Long-Range Planning. If the Planning Committee, the University administration and the Board of Trustees approve the request to plan a new program, it is then submitted to the President of the University system and to the Committee on Educational Planning, Policies and Programs of the Board of Governors. Upon authorization to plan a new program, it is incorporated into Long-Range Planning. Authorization to establish the new program is obtained by submitting the final proposal through the same channels to the President and Board of Governors for approval. Requests for authorization to establish undergraduate programs require the approval of the President, the Committee on Educational Planning, Policies and Programs, and the Board of Governors. Requests to establish new graduate programs require the approval of the President, the University Graduate Council, the Committee on Educational Planning, Policies and Programs, and the Board of Governors.

New degree program tracks can be added to existing degree programs after they have been approved by the local administration and the President of the University.

The basic procedures followed in reviewing, changing and establishing curriculum provide for a two-tier structure of committees to review matters involving the curriculum--a University Curriculum Committee and curriculum committees for the College of Arts and Sciences, the School of Business Administration and the School of Education.

The University Curriculum Committee has three main responsibilities: 1) it reviews all curricular matters concerning basic educational policies, such as the basic studies program, total hours required for graduation and maximum and minimum number of hours required for program concentrations; 2) it reviews any curricular conflicts between the schools and the college; and 3) it reviews other general curricular policies which have an impact on the University as a whole. The University Curriculum Committee is composed of nine voting members of whom at least four are from the College of Arts and Sciences, and at least one from each of the Schools. The other three are chosen from the faculty at large. The Vice Chancellor for Academic Affairs and a representative from the library faculty are non-voting members. Any policy changes recommended by the University Curriculum Committee are submitted to the Faculty Senate, which decides whether to recommend the policy to the Chancellor.

The curriculum committees of the College and the Schools are administrative committees within these units. Their function is to make recommendations regarding proposed curricular changes to their respective Deans. The members are appointed by the Deans from nominations submitted by the departments. The Dean is an ex-officio member of the committee. If the Dean approves a recommendation of the committee, it is concurrently submitted to the Vice Chancellor for Academic Affairs and the Chairman of the Faculty Senate. All changes related to University curricular matters must be approved by the Vice Chancellor for Academic Affairs before they become effective. The Vice Chancellor is responsible for establishing procedures to monitor curriculum decisions so that they do not result in duplicative courses being offered in both a School and in a department of the College.

The procedure for obtaining changes in degree-program requirements for graduation is for the department concerned to request approval from the appropriate Dean. If the Dean approves and the Vice Chancellor for Academic Affairs concurs, the change is implemented.

These procedures adhere closely to the guidelines published by the Southern Association of Colleges and Universities in that they provide for a clearly defined process for curriculum review and establishment which

recognizes the various roles of faculty, administration and governing boards. The faculty are involved in the initiation of curricular development at the department level and in the review stage through representation on the various curriculum committees, the Planning Committee and the Faculty Senate. Overall institutional control at the campus level is maintained through the University Curriculum Committee, the Faculty Senate, the Offices of the Vice Chancellor for Academic Affairs and of the Chancellor, and the Board of Trustees. The Board of Governors is responsible for fitting the offerings of this campus into the overall plan for higher education in the entire state of North Carolina.

Since the University's procedures for curricular review were implemented in the Summer of 1980, the curriculum committees are still in the process of defining their roles, approaches, methods of procedure and relationships with other parts of the University community. While these committees are now at work on substantive issues, most of the Fall semester of 1980 was devoted to organization and the defining of roles. The faculty survey indicates a large majority of faculty expressing an opinion (122 to 56) are satisfied with the extent of their contribution to the development of academic programs.

CURRICULAR OFFERINGS

At the time of the last self-study in 1970, 16 areas of undergraduate concentration led to the Bachelor of Arts degree and eight areas of concentration led to the Bachelor of Science degree. In the ten years since, Bachelor of Arts degree concentrations have increased to 26 and Bachelor of Science degree concentrations have increased to ten. The degrees offered in 1981 that were not offered ten years ago include for the Bachelor of Arts: Art, Drama, Earth Sciences, Environmental Studies, Geology, Parks and Recreation Management, Social Science, Sociology, Special Education and Speech Communication. New Bachelor of Science degrees include: Computer Science, Economics and Marine Biology. Only one concentration has been discontinued during this period, the Bachelor of Science degree in Transportation.

During the past ten years, graduate degree programs have been added in Education and Biology. Areas of concentration for the Master of Education degree include: Elementary Education and Educational Administration and Supervision. Areas of concentration for the Master of Science degree in Biology include Marine Biology, Biological Oceanography and Coastal Biology.

The introduction of new curriculum offerings has specifically resulted from the objectives of the educational program at the University and the policies declared by the North Carolina General Assembly about higher educational opportunities. In addition, new curriculum offerings reflect changing emphases of society and the need for specific curricula to serve a broad spectrum of abilities and interests in the liberal and fine arts, the sciences and the professions. While suggestions for new curricular offerings may originate in departments, both University and system policy demand that the need for new offerings and the ability to support them be amply justified. Appendix G indicates the total degrees conferred between 1975-76 and 1979-80 in the departments of the College of Arts and Sciences, the School of Business Administration and the School of Education.

Basic Studies

The University strives to provide for the education of the whole person through its Basic Studies Program. All candidates for a bachelor's degree must fulfill the Basic Studies requirements, which total 45 semester hours of the 124 needed for graduation. Basic Studies include basic skills in English composition (6 semester hours), mathematics (3 hours) and physical education (2 hours); and meeting divisional requirements in Humanities (9-15 hours in English, history, modern languages, and philosophy and religion), Creative Arts (3-6 hours in art, drama, music and speech communication), natural science and mathematics (7-12 hours, including at least one course in a laboratory science, in biology, chemistry, mathematics, physics and earth sciences), and social and behavioral science (3-9 hours from economics, geography, political science, psychology, sociology and anthropology). These requirements, along with specified courses in the various departments which a student may take to fulfill them, are listed in the University Catalogue.

The present form of the Basic Studies requirements was adopted by a vote of the faculty in April 1972. The program was designed to insure mastery of basic skills, breadth of study and flexibility within a structured framework.

The student questionnaire administered in 1980 indicated that more than 74 percent of the respondents were satisfied with the current Basic Studies requirements. Although the issue of Basic Studies requirements was not included on the faculty questionnaire, they have been under an active and nearly continual review for the past several years by several committees, such as the University Curriculum

Committee and a Special Committee on Basic Studies appointed by the Dean of the College of Arts and Sciences. The University Curriculum Committee has recently submitted a draft of a Basic Studies Policy Statement to the Faculty Senate. Departmental surveys indicate a range of responses to the Basic Studies program, from complete satisfaction to deep concern. No clear pattern, however, emerges. Evaluation of Basic Studies requirements and courses should be provided for and carried out at regular intervals.

Another feature of the departmental self-studies is an often-voiced concern about declining levels of preparation and general academic fitness of students. Usually the average SAT score of entering freshmen is adduced in support of this view. The mean SAT verbal score of entering freshmen declined from 428.69 in fall 1975 to 403.46 in fall 1980. During this same period, the mean SAT quantitative score declined from 458.11 to 438.43.

Degree Programs

The Catalogue of the University provides an overview of the University's degree programs. "The University of North Carolina at Wilmington offers four-year programs leading to the Bachelor of Arts and the Bachelor of Science degrees, two-year program leading to the Associate in Arts degree in Nursing, and graduate programs leading to the Master of Education and Master of Science degrees. Professional undergraduate programs include those offered in the School of Business Administration, the School of Education, and the James Walker Memorial Associate Degree Program in Nursing and the Medical Technology program in the College of Arts and Sciences." The various areas of concentration for these degrees are:

1. Bachelor of Arts: Biology, Chemistry, Creative Arts (Art, Drama, Music), Earth Sciences, Economics, Elementary Education, English, Environmental Studies, French, Geography, Geology, History, Mathematics, Parks and Recreation Management, Philosophy and Religion, Physical Education, Physics, Political Science, Psychology, Social Science, Sociology, Spanish, Special Education, Speech Communication
2. Bachelor of Science: Accounting, Biology, Business Administration, Chemistry, Computer Science, Economics, Marine Biology, Mathematics, Medical Technology, Physics
3. Master of Education: Elementary Education, Educational Administration and Supervision

4. Master of Science: Marine Biology, Biological Oceanography, Coastal Biology

The requirements for graduation with the Bachelor's degree are: completion of Basic Studies requirements, a course of study in an area of concentration, completion of at least 124 semester hours of course work and at least a 2.0 grade point average.

The number and distribution of semester hours in the courses of study in the various areas of concentration vary considerably. The highest total number of hours required in any Bachelor's degree area is 71 semester hours for the B.S. degree in Chemistry; the lowest total is 33 semester hours for the B.A. in Philosophy and Religion (together with an unspecified number of collateral courses "determined in individual consultation with the advisor"). These totals can also be divided into hours within the relevant department and those required outside the department. (Required courses outside the department are usually called "collaterals", but multidisciplinary departments often list their own courses in one discipline as collaterals for students concentrating in another of its disciplines.) The highest total number of semester hours required in a single department is 52, in Creative Arts (Art) and Health and Physical Education; the lowest total is 32 in Earth Sciences (B.A.). The highest number of required collateral hours outside the department is 29, in the B.S. concentration in Marine Biology. The Philosophy and Religion requirements do imply, however, that some collaterals will be taken by each departmental major, and the Creative Arts programs all require some study in a second creative art.

Degree programs have an orderly and identifiable sequence of courses and are listed in the University Catalogue. Although the number of hours in required courses above the introductory level are variable, all degree programs contain sufficient concentration and collateral courses to ensure adequate exposure to the field. In addition, as enrollments in all degree programs have remained high, current programs are fully in accord with the objectives of the institution's educational philosophy in the liberal arts and sciences.

The General Administration of the University system has undertaken a review of all degree programs on its campuses. Over 85 percent of the University faculty members who responded to the faculty questionnaire agreed that present degree programs fulfill their departments' purpose. Still, the University has expanded its curriculum during the 1970s at such a rapid rate that increased attention to what we have wrought seems warranted on the part of the faculty.

Professional Programs

Professional programs offered in the College of Arts and Sciences include the James Walker Memorial Associate Degree Program in Nursing and a Medical Technology concentration. The Nursing Program is designed as a two-year program to prepare students to meet the requirements for the Associate in Arts degree in Nursing. Upon completion of the prescribed program, the graduates are eligible to apply to the State Board of Nursing Examination for licensure as registered nurses. This allows the graduate to provide competent nursing care in beginning practitioner positions. Graduates of the program have been relatively successful in passing the examination. The passing percentages per year are indications of the success of the program: 1977--96 percent, 1978--70 percent, 1979--78 percent, 1980--86 percent.

The University offers the Bachelor of Science degree with a concentration in Medical Technology through the Biology Department in cooperation with five North Carolina hospitals. The first six semesters of the program (90 semester hours) are completed on campus with the final year spent in residence at the affiliated hospital. Upon successful completion of this four-year program, the University grants the student a Bachelor of Science degree with a concentration in Medical Technology. The student is then eligible to take the national certification examination.

Preprofessional Curricula

The University has well established pre-professional programs in the fields of agriculture, forestry, engineering, engineering operations, law, medicine, dentistry and pharmacy. Faculty with expertise in the area of the programs work with all students in planning a course of study which will enable them to transfer to schools offering professional training.

PROGRAMS FOR GIFTED STUDENTS

The principal program especially designed for gifted students is the Honors Program. This was initiated to provide an opportunity for superior students to engage in advanced individual research in their areas of concentration for six hours of credit. In exceptional cases, the Academic Standards Committee may give prior approval for a student to engage in other forms of creative activity. This program is operated under the general guidance of the Academic Standards Committee.

In addition to the Honors Program, courses of Directed Individual Study are offered by each department. Although not reserved for gifted students, these courses provide an opportunity for students to pursue a course of study not generally offered. Only nine semester hours of Directed Individual Study may be counted toward graduation requirements. Not more than three hours can be outside the area of concentration.

Departmental seminars provide another means by which students engage in intensive study of topics not regularly covered in other courses. These are offered for the benefit of upper level students by all departments in the College and Schools.

Although not part of the curriculum, various achievement awards are offered to outstanding and gifted students. These include tuition scholarships, membership in honor societies (examples include Phi Eta Sigma--national honor society for freshmen, Phi Kappa Phi--national honor society for juniors and seniors, the Socratic Society, and Pi Sigma Alpha--national honor society for political science) and graduation with distinction.

INTERDISCIPLINARY PROGRAMS AND COURSES

The curriculum of interdisciplinary programs is traditional in that degree programs are typically offered in single departments. Almost all interdisciplinary degree programs at the undergraduate level, however, require that relevant "collateral" courses be taken in other departments. The following undergraduate degree programs are interdisciplinary: Social Science, Environmental Studies and Medical Technology. Participating departments and course requirements for each program are detailed in the Catalogue.

Like degree programs, courses are usually offered by a single department and taught solely by the faculty of that

department. However, seventeen courses are cross-listed in the 1980-81 Catalogue as being offered for credit by two departments.

There exists at the University a potential for creating new interdisciplinary degree programs by the judicious combination of existing courses and faculty resources, providing a clear need for such courses can be justified.

Interdisciplinary approaches to the teaching of single courses may be useful in improving student understanding of specific problem areas which cross disciplinary lines. Furthermore, such courses may be helpful in reducing pressures toward the proliferation of similar courses by related departments.

CURRICULUM DESCRIPTIONS

The Catalogue of the University is the student's major source of information about courses offered. Descriptions provide information about course content, prerequisites, hours of credit and the number of lecture (and laboratory, if applicable) hours the course meets each week. In some cases, the semester(s) the course is offered is indicated.

The Catalogue is essentially a complete guide to the programs and courses. The only courses not listed in the Catalogue are trial courses. This category of courses has arisen in recent years within the College of Arts and Sciences to allow departments a chance to experiment with a course offering before proposing it as a regular course. Trial courses may be offered as such only twice, each time with the approval of the Chairman of the Curriculum Committee and the Dean of the School. Copies of all course descriptions are kept in a permanent file by the University Curriculum Committee and the curriculum committees of the College of Arts and Sciences and the Schools of Business Administration and Education.

INSTRUCTION

METHODS OF INSTRUCTION

The Statement of Purpose of the University speaks of the University's commitment and dedication to teaching. This commitment has led to a variety of departures from the more traditional approaches to the communication of general knowledge and facts. Although the College and the Schools mainly make use of traditional methods of instruction, several different innovative approaches to instruction are employed. Among these are practicums, slide-sound cassettes, self-paced learning systems, tutorials, laboratories and computerized instruction, as well as the traditional lectures, demonstrations and audio-visual forms.

College of Arts and Sciences

Teaching methods within the College of Arts and Sciences are highly variable depending upon subject matter as well as course objectives and student capabilities. Instructional methods include lecture, seminar/discussion, laboratory/studio, tutorial, role playing, practicum, demonstration and drill. The most common methods of instruction, lecture and seminar/discussion, are used by all departments in the College of Arts and Sciences. Tutorial, role play, practicum, demonstration and drill are less commonly employed methods of instruction.

School of Education

In the School of Education, instructional methods are tailored to the nature of the course and the students. Some courses are taught in components of lecture and small-group sessions, and some others by faculty teams. Others employ the traditional lecture-discussion method.

School of Business Administration

The primary teaching method employed in the Department of Accountancy is the conventional lecture method, but it is being supplemented in many courses by student reports, case studies and practice sets. Practice sets, computerized or manual, are currently used in the Principles of Accounting courses to familiarize students with accounting systems and in the Intermediate Accounting courses as a broad review before the introduction of more theoretical concepts. Case studies and student reports are used in theory, tax and auditing courses.

INSTRUCTIONAL QUALITY AND EFFECTIVENESS

The quality and effectiveness of teaching are under continuous scrutiny by the departments within the College and the Schools. The University tenure document states that among the qualifications for reappointment, promotion and permanent tenure, teaching effectiveness is central.

The University presents an annual award to a deserving faculty member possessing an outstanding teaching record. Financial support for faculty development programs in the area of instruction, however, is extremely low. This makes it difficult for faculty to attend workshops and seminars which enhance their teaching abilities.

Although evaluation of instruction is universal, the mechanisms vary from school to school and department to department. Since the careers of faculty are affected by the evaluation of their teaching, both uniform evaluation procedures and increased financial support for teaching development are needed.

College of Arts and Sciences

Within the College of Arts and Sciences, evaluation of quality and effectiveness of teaching is undertaken by all departments. Nine departments require that student evaluations be administered for each course offered in the department. Three departments require peer review to determine the effectiveness of teaching. All departments have implemented a review by the departmental chairman or senior faculty committees to assess the teaching effectiveness of the faculty. Because departments have a free hand in determining how teaching excellence is measured, a number of innovative means are available. Besides evaluation of course materials such as outlines and

examinations by peers and chairman, evidence of teaching excellence may include the desire for teaching improvement exhibited by participation in teaching workshops, letters of evaluation from present and former students and colleagues, successful innovative teaching techniques and examples of creativity in teaching. Comparing these reports from year to year provides a measure of efforts to improve teaching effectiveness.

School of Education

In the School of Education, the recent reorganization has postponed the implementation of a formal student questionnaire. Faculty committees are working in both departments to establish a rational mechanism for evaluating the effectiveness and quality of faculty instruction. At present, the department chairmen and the Dean of the School of Education are responsible for evaluation of faculty instruction.

School of Business Administration

In the School of Business Administration, teaching effectiveness is evaluated according to various criteria including: ratings by faculty and students, efforts at curricular development (including innovative curricula), experimentation in teaching methods, current and relevant course content, effective student counseling and advising, and other efforts to improve the instructional program. As part of the evaluative process a standard questionnaire is distributed to the students of each class near the end of each semester. Results of the questionnaire are reviewed by the department chairman and the faculty member. For additional information, each chairman is provided one copy of each course outline or syllabus.

EVALUATION OF STUDENT PERFORMANCE

College of Arts and Sciences

Within the College of Arts and Sciences, departments establish the evaluation instruments for measuring student achievement. Each department has developed evaluation procedures based upon course or curriculum objectives and the student clientele.

All departments use the traditional method of administering written examinations. Generally, these examinations are of two types. Introductory classes with large enrollments, 70 or more, usually are tested with objective written examinations. Upper division courses (300-400 level) usually employ short-to-long answer discussion or essay questions which are by their nature more subjectively evaluated. In addition, over half the departments assign term or research papers or semester projects. The sciences employ practicals and exercises in their laboratory courses. Other evaluation techniques commonly employed are oral presentation and examinations, individual or group critiques of student work, national achievement tests, self and peer evaluations, and skill-performance evaluations.

School of Education

Methods of determining student achievement vary with courses and instructors in the School of Education. In the Department of Curricular Studies, all courses other than methods and practicum courses use examinations, reports, research papers, measurement of performance of various kinds in class and public school observations. Methods and practicum measures of evaluation are more extensive. In Special Education, a competency checklist is used in addition to the exit criteria.

School of Business Administration

Various types of testing and other evaluation methods are used by the faculty in the School of Business Administration depending on the nature and level of the course. Examinations mostly involve problem solving and case analysis; however, due to large enrollments and class size, much dependence has been placed on short-answer objective tests. As class sizes are reduced, testing returns to more subjective means with less dependence on short-answer testing.

Grade Point Average Analysis

There is considerable variation in the grade point average (GPA) in the three divisions of the University. The School of Business Administration has the lowest mean GPA (2.31) for a 10-semester period beginning in the Fall, 1975. The School of Education has the highest mean GPA (3.14) for

the same period. The College of Arts and Sciences GPA falls between the two schools with a mean of 2.55 for the 1975-80 period.

Within the School of Business Administration, Accountancy has the lowest GPA (2.18) while Business has the highest (2.41). The Economics GPA is equivalent to the School average. The difficulty of the course material and the high objectivity in grading is likely responsible for the low mean grade point average of the School of Business Administration.

The School of Education has the highest mean GPA. This is probably a result of the high average grades on the 15-hour practicum, the instructional methods courses and graduate course offerings. The average grade is B+. In addition, few freshman students take education courses; thus poor students withdraw from the University before they begin the education course sequence.

Within the College of Arts and Sciences, the grade point averages (GPA) are generally predictable. For example, the sciences (biology, chemistry, earth sciences, mathematics, nursing and physics) exhibit GPAs lower than the University as a whole. Departments such as English, Modern Languages, HPER, and Philosophy and Religion all have GPAs higher than the College of Arts and Sciences mean. However, Philosophy and Religion during the Fall semester of 1978 exhibited a GPA lower than the University as a whole. Since 1975 the department's GPA has decreased. During the 10-semester period since 1975, the English Department GPA has increased from 2.32 to 2.76. Political Science has a significantly lower GPA than the mean of the College of Arts and Sciences.

Mathematical Sciences has speculated that their lower GPA is caused by a larger proportion of freshmen students taking courses in mathematics than in other disciplines. Further, poor high school preparation for college mathematics seems to cause a higher proportion of failures and incompletes in the department.

Within the Nursing Department, a seven-point grading scale is used (93-100 = A). Nursing students may thus be subject to higher expectations (and lower grades) than students in other departments.

The University, including the two schools, does not display any significant sign of grade inflation during the 10-semester period from 1975-1980. The averages for the 5-year period on a University-wide basis vary from 2.48 to 2.68. Significantly, the lower GPAs have been recorded during the last two years. The grade point averages for the Schools and College of Arts and Sciences have shown a

variation of less than 9 percent during the past 10 semesters (see Appendix H).

Retention, Dismissal and Readmission

The University has not maintained records concerning the frequency of student probations. Students who do not meet the minimum quality-point requirement for retention at the conclusion of the spring semester are declared ineligible. These students are allowed to make up deficiencies during the summer sessions which immediately follow the spring semester in which they were declared ineligible. If such deficiencies are not removed in this manner, the student is dismissed from the University for one semester and is required to apply for readmission to any subsequent regular semester.

Transfer students are placed as specified by the retention chart listed in the catalogue based on total hours attempted at all institutions attended. A transfer student's quality point average, however, is computed only on work attempted at the University.

Students who have been dismissed but who wish to restore their eligibility by taking courses at institutions other than the University must have written permission from the appropriate dean.

Any full-time students who fail to pass at least three hours during any semester are subject to academic dismissal for one semester, regardless of their quality point standing. Freshmen, other than transfer students, must earn at least three semester hours of credit the first semester and six additional hours during the second semester of the first year. Any student who fails to meet these requirements will be subject to academic dismissal. These students must also meet the minimum quality-point ratio on hours attempted as listed in the catalogue if they wish to continue in the University.

LIBRARY RESOURCES

The William Madison Randall Library, which serves the entire campus, provides print and non-print material for faculty and student use and support services that ensure and enhance its use. Since the 1970 self-study, significant improvements have been made in the scope and quality of library holdings relevant to undergraduate instruction, details of which are discussed in Standard VI. A variety of equipment is provided for the Library's users, microfiche readers and fiche reader printers. Also, the Library maintains four manual typewriters, located in the Typing Room, which students may use at no charge.

The concensus among faculty is that library resources are adequate for the University's instructional program and are improving in specific areas every year as deficiencies and needs are identified by faculty and library personnel. For faculty and student research, several areas (English, philosophy and religion, psychology, physics, mathematics and biology) are perceived as less than adequate. Results from the general faculty survey suggest that slightly more than the majority of the faculty agree that Library resources are currently adequate for faculty use and for the support of their research.

The Library also provides instructional services to students. An active program of bibliographic instruction is carried out by the reference staff. Experimentation continues as staff seek to improve delivery of this vital service. For the 1980-81 academic year, fourteen "how-to" guides were prepared to acquaint students with specific reference tools.

Librarians are available to assist with location of materials, use of machines and equipment, use of reference guides and other library services. In addition, orientation sessions have been presented by the librarians for classes in several departments when requested. These sessions include use of the library services, reference guides for titles in education, use of library equipment and other points of information.

Use of the Library has increased steadily over the past five years. The total exit count has increased 47.6 percent during that period and the average daily user count has increased from 599.8 per day in 1975-76 to 885.3 per day in 1979-80. Because these figures include days with reduced hours and attendance during breaks, the daily count during peak periods is much higher. Library use measured by student transactions from the general collection, however, has increased only 8.5 percent during this same period and has in fact declined slightly over the past three years.

Faculty use the Library frequently, particularly for reading journals, for research and for obtaining current course material. The highest frequency of use is from once to several times a week. The degree to which students use the Library is difficult to assess. Students involved in honors projects, directed individual study or seminar presentations make the most use of the library. A more detailed analysis of library facilities is given in Standard VI.

PLANNING FOR EFFECTIVE INSTRUCTION

The University attempts to adapt instruction to existing facilities, teaching loads, class sizes and competencies of the teaching faculty and students. This ensures effective instruction in the College and the Schools.

The level of the students is considered when planning courses. New, less rigorous courses have been developed for non-majors and for students who have entered the University ill-prepared in some subjects. Advanced placement examinations are also available to allow well-prepared students to bypass introductory courses.

Classrooms, instructional resources and facilities, supplies and clerical support are barely sufficient for current instructional programs; laboratory space, equipment and computer services are inadequate. However, in departments where current facilities are barely sufficient, little space is available for future growth. This is attributed to the rapid growth that the University has experienced. For example, user space in the Computing Center is the same today as it was in 1973, although the number of users has grown 400 percent. In the Psychology Department, there has been a three-fold increase in student enrollment in the past several years; however, there has been no increase in classroom space, and laboratory space has decreased. In addition, there is an urgent and immediate need for more classroom space and smaller classes. In most departments class size is too large in lower-level (100 and 200 level) courses. Upper-level classes (300 and 400 level) and seminars are generally of a more workable size.

Although class size is generally adequate for effective instruction, in some cases it is not optimal. Not only do large classes reduce teaching and testing flexibility, but they also limit individual interactions between faculty and students. Smaller class size is especially important in courses such as English composition, where conferences and individual attention are an essential part of the

instruction. Because the teaching of large classes often requires more effort than the teaching of smaller classes, some departments have reduced the teaching load of those faculty members who teach larger classes.

The University has attempted to meet the increased demand on physical facilities through the construction of additional classroom buildings. For example, a new Social and Behavioral Science Building is currently under construction which will eliminate the lack of classroom space in the Psychology Department and result in additional space for the Computing Center. In addition, the crowded conditions currently experienced by the Earth Sciences and Biology Departments will be partially alleviated when renovation of the third floor of the Marine Sciences Building is complete.

Perhaps the greatest equipment deficiency is in the area of computers. Although the majority of the faculty indicated on the faculty questionnaire that computer services to support teaching and research and Computing Center user room facilities were adequate, a faculty survey in 1979 indicated severe shortages. This survey of all academic departments revealed a need for a reliable and complete interactive system, a second printer and additional keypunch machines. There are also severe shortages in the quantity and quality of audio-visual equipment. Departmental self-studies in 1980 reveal that several departments, especially Mathematical Sciences, were seriously handicapped in their educational program because of lack of computer time.

For use in instruction, audio-visual equipment is available within most academic departments in the College and the Schools. Copying equipment is available at no cost to the faculty in most departments and in the library, not only for direct classroom use but for professional advancement.

INSTRUCTIONAL FUNDING

Instructional funding at the University has remained fairly constant in percentage of total expenditures for the past five years. The amount allocated for instruction increased from \$3,472,466 in fiscal year 1975-76 to \$6,378,089 in fiscal year 1979-80. As a percent of total expenditures, the allocation for instruction ranged from 46.0 percent in 1975-76 to 45.7 percent in 1979-80. Although no change has occurred in the percentage of the total budget allocated to instruction during the last five years, allocations have not been adequate because

appropriations have not kept pace with the University's rate of growth. As a result, the gap between enrollment growth and appropriations has widened. An accelerating rate of inflation has compounded this problem. Virtually all departments agree that there are severe shortages within the instructional budget. The most frequent budgetary complaints are:

1. Budgetary allocations for instructional equipment and educational supplies are inadequate and have not kept pace with the growth of the University.
2. There is a shortage of faculty and secretarial support.
3. Budgetary allocations for student computer time are grossly inadequate.

Faculty have tried to adapt to severe budgetary restrictions in several ways. In spite of these attempts, however, it is apparent that resources have been insufficient to meet the needs of a rapidly expanding university which has a strong commitment to teaching and a high student demand for course work. In any event, the University is attempting to make the best possible use of available funds allocated for instructional purposes.

THE EDUCATIONAL ENVIRONMENT

The University attempts to provide a formal educational experience within a setting conducive to learning. Resources which are made available to students include the regular academic program and special events, athletic programs (both intercollegiate and intramural), cultural programs and other extra-curricular activities. In addition to campus plays, concerts and art exhibits, a student-run radio station is operated on campus, lecture series have brought a variety of prominent speakers to campus, while an artists' series sponsors a variety of programs in the performing arts. Individual academic departments have sponsored film and lecture series. Poetry and essay contests, as well as two literary magazines, provide forums for student writing. Off-campus activities include archaeological digs in Israel, field biological courses in South America and junior-year-abroad programs in France and Spain for students of modern languages. The specific needs of our many older students are recognized and addressed through the Non-Traditional Students Organization, which provides counseling, group discussion and activities for students over 25. The University's location near the ocean shore has been exploited in a variety of programs in the

marine sciences. In the past year our first endowed chair was established for distinguished visiting faculty.

AFFILIATIONS WITH OUTSIDE AGENCIES

Several departments within the College of Arts and Sciences have affiliations with outside agencies. The Medical Technology Program, which is administered by the Department of Biology, has affiliations with the following hospitals: Charlotte Memorial Hospital, Cape Fear Valley Hospital of Fayetteville, Forsyth Memorial Hospital of Winston-Salem, Mercy Hospital of Charlotte and New Hanover Memorial Hospital of Wilmington. These hospitals represent some of the superior facilities in the state for the training of medical technology students. Each of the five hospitals has an affiliation agreement signed by administrative officials of both the hospital and the University. In addition, each agreement provides for an annual review by both parties to make improvements in the program.

The University has a written agreement with New Hanover Memorial Hospital and with Cornelia Nixon Davis Nursing Home, both in Wilmington, for use of their facilities for clinical learning experiences of students in the nursing program. With the exception of the psychiatric ward, where patient admissions are limited, the hospital is adequate to meet the learning needs of the current enrollment of 60 students each year. The Cornelia Nixon Davis Nursing Home is used for supplemental psychiatric nursing experiences. Preliminary work has begun with the Educational Coordinator of the Southeastern Mental Health Center for use of that facility beginning in May, 1981. The community facilities are being used to their maximum potential by educational programs needing experience in specialty areas. For example, psychiatric and pediatric nursing care experiences are particularly limited. Therefore, any considerations for increasing the enrollment of students in the nursing program must take this limitation in essential training into consideration.

In order to enable students to participate for class credit in supervised counseling experiences, the Psychology Department has developed informal affiliations with several local service agencies in Wilmington. These affiliations are perceived by the Psychology Department to be adequate.

The Social Work program has affiliations with local human service agencies in that their staff members serve as field placement supervisors for students. For student internship experiences, the Criminal Justice program places students

with state and local criminal justice agencies. The staff of these agencies supervise students in coordination with departmental faculty. All of the above affiliations are under University control and are considered adequate.

Response rate	62.5%
Accepted employment	17.7%
Accepted in graduate school	16.3%
Neither of the above	66.0%

TABLE 4

Pre-Graduation Employment Survey (April 1977)

LONG-TERM INSTRUCTIONAL EVALUATION

The University has received only incomplete information about graduates who have entered academic, professional or business careers. Each spring a pre-graduation survey of the career commitments of senior class members is conducted. The first follow-up study of recent graduates took place in November 1977, when the spring graduating class was surveyed, but no subsequent University-wide studies of graduates nor any long-term studies have since been undertaken. Lack of funds and personnel have prevented such studies, but the Office of Career Planning and Placement recognizes the need for them, and, in view of the University's rate of growth, recommends that they be conducted no less than at five-year intervals. The results of the 1977 pre- and post-graduation studies are listed in Tables 4 and 5.

Because the category "neither of the above" in the two tables includes those who were not seeking employment, such as housewives and those who travel before entering employment, a high percentage of graduates was either employed or in school a half-year following graduation. No figures and only informal information, however, is available concerning whether students achieved their desired career objectives. Although departments have also lacked resources for accurate follow-up studies of graduates, many departments and particularly those with pre-professional

Response rate	58.9%
Employed	70.9%
Attending school	19.2%
Neither of the above	9.9%

TABLE 5

Post-Graduation Survey (November 1977)

programs, have been responsive in adjusting their programs in accordance with national and local employment trends. As an example within the liberal arts, the English Department is now developing a pre-professional writing option in response to demonstrated career opportunities available to college graduates with such training.

The interest of employers in our graduates is demonstrated by the increase in recruiting visits here at a time when such visits are declining nationally. Last year over 70 employers recruited on campus, some with multiple visits. Several of our recent graduates have attained prominent management positions in companies locally and through the Southeast, and others have been elected to local and state government offices.

College of Arts and Sciences

The College of Arts and Sciences has not established a long-term program for evaluating the success of graduates. The data available are primarily anecdotal in nature. Departments do not have statistically valid mechanisms for determining the adequacy of preparation and the fate of graduated students.

The College has placed top students in major graduate and law schools. Graduates from the Departments of Sociology/Anthropology and Psychology often enter employment in local, regional or state agencies. Employing agencies indicate that they are satisfied with the preparation and productivity of UNCW-trained students. In the Nursing program, most students find employment in hospitals or other health-care facilities in southeastern North Carolina. The

department has received largely favorable comments on their training. Industrial and governmental laboratories have also indicated their satisfaction with our science graduates from the Departments of Biology, Physics, Chemistry and Earth Sciences.

School of Education

Informal reports from school superintendents, supervisors, personnel directors and student teachers, as well as data collected from University supervisors of student teaching, attest to the quality in students' educational experience. The performance of graduates is on the average good to excellent, a performance which can be accounted for by the strong program at the University. Recent changes have included the addition of practicum activities in all methods courses, the development of Teacher Centers and the clinical supervision used in the student-teaching experience. The development of structures and evaluation measures for students provide the counseling and feedback system necessary for student growth. This program and the faculty responsible for it have produced highly professional teachers. In addition, the School of Education has increased emphasis on special education programs, where employment opportunities have grown.

School of Business Administration

The School of Business Administration views the success graduates achieve in positions of employment as a major indicator of the quality of its program. Graduates appear to be successful in positions they have accepted, and even though the programs are relatively young compared with other schools of business, most graduates have accepted or been promoted to positions of responsibility. The Office of Career Planning and Placement has indicated that firms who have recruited employees from our graduates have been satisfied with their educational background. The same satisfaction has been voiced to the faculty by owners and managers of organizations employing graduates.

Another indication of the quality of graduates is that of graduate schools attended. A small number of graduates enter graduate schools, with an average of approximately five per year. Most graduates enter master's programs in business administration, but some have completed graduate degree programs in accounting, economics, public administration and education. Some have entered law schools, and at least two have completed doctoral programs.

PROJECTIONS

As it has grown, the University has made significant changes in its educational program during the past decade. Full-time-equivalent student enrollment has increased by 46.2 percent over the last five years. Although it is projected that this growth will continue, Institutional Research projects that the rate will be slower (28 percent) over the next five years.

To meet the academic needs of the increased enrollment, the University has constructed new classroom and office buildings and increased the number of highly qualified faculty members. Campus-wide, in the fall of 1976, there were 17.75 students per faculty (full- and part-time) member, while in the fall of 1980, there were 17.39 students per faculty member. On a full-time faculty basis, students per member increased 2.39. The University expects to meet the academic needs of its students in this same manner in the future.

The needs and roles of departments have also changed as total enrollment has increased and the number of majors within departments has shifted. Also, the responsibility of the University toward the local geographic area and the academic community at large has broadened as growth in enrollment has occurred.

Over the next five years, Institutional Research projects that the largest enrollment percentage increases are expected in the School of Business Administration, the College of Arts and Sciences and the School of Education, in that order. These projections are dependent upon the approval of proposed new programs and the expansion of existing ones.

COLLEGE OF ARTS AND SCIENCES

Examples of expected changes in the next five years within the College of Arts and Sciences include the following:

The Department of Biology anticipates an increase in office and laboratory space to be used by faculty and by graduate and undergraduate students to carry out teaching and research.

The Department of Chemistry expects to increase its community involvement by offering summer workshops for local students and more interaction with industry.

The Department of Earth Sciences expects to offer a program leading toward a Bachelor of Science degree in geology. In addition, the department has submitted a proposal for permission to plan a Master of Science program in geology. The department will gain additional office and laboratory space upon completion of the third floor of the Marine Sciences Building.

The Department of English intends to strengthen its writing program. Additional staff will allow a reduction in class size for freshman writing courses. In addition, greater support for the Writing Center is expected.

The Department of History will be actively involved in the social studies major of the projected Master of Education degree in Secondary Education.

The Department of Mathematical Sciences will seek to incorporate its math lab into a general learning center for remedial and enrichment work. Summer institutes are also planned for highly motivated students and high school teachers.

The Department of Nursing expects to expand its present program, which offers a two-year Associate in Arts degree, and to offer a baccalaureate degree in nursing.

The Department of Political Science expects to expand its offerings in the areas of intergovernmental relations, public policy analysis and Latin American political systems through the addition of qualified staff.

SCHOOL OF EDUCATION

The School of Education's graduate program is expected to grow. Master's level programs in reading, special education and secondary education are projected. The Department of Curricular Studies expects to develop a micro-teaching laboratory and to increase the development of teacher centers.

SCHOOL OF BUSINESS ADMINISTRATION

The School of Business Administration projects an increase in its community involvement by establishing a center for business and economic services and a center for economic education. In addition, a proposal to initiate a Master of Business Administration program has been submitted to the General Administration of the University system. The program is designed to offer professional education to qualified students who seek careers as administrators.

The departments within the School of Business Administration anticipate an increase in staff to maintain acceptable class size and to expand course offerings. In the Department of Management and Marketing, additional courses are projected in areas such as labor relations and collective bargaining, and international business. The Department of Economics and Finance plans to expand its finance offerings.

INSTITUTE OF MARINE BIO-MEDICAL RESEARCH

The Institute of Marine Bio-Medical Research expects an increase in the number of graduate students and in its offering of assistantships. Additional laboratory space is projected to meet this expected increase.

COMPUTING CENTER

Additional computer capacity is expected for the Computing Center, and a mini-computer will improve testing services for the Counseling and Testing Office.

OFFICE OF SPECIAL PROGRAMS

The Office of Special Programs expects increased faculty participation in the University's extension programs. The Office also wants the faculty to show greater flexibility of scheduling and to develop new, creative courses for offerings in summer school and extension programs. To meet the desires of the Office it is anticipated that an increase in the rate of pay to participating faculty members will be necessary.

RECOMMENDATIONS

The following recommendations are made concerning the educational program:

1. Since not every student who meets the minimum enrollment standards can currently be admitted, it is recommended that procedures be changed to ensure that the most highly qualified applicants are admitted. Applicants whose qualifications are only minimally acceptable should be placed on a waiting list until the size of the applicant pool is determined.
2. To assess current knowledge and provide accurate placement of all incoming freshmen and transfer students, basic competency tests should be administered. The University should assist students who perform poorly on competency tests in order that they may improve their knowledge to an acceptable level. Such improvement could be fostered by individual tutoring, self-paced instruction in a learning center or by appropriate courses.
3. The University Curriculum Committee should conduct a study of the amount of specialization in departmental majors and determine whether all majors allow for an appropriately broad education.
4. The University should seriously study the merits of creating new degree programs by including interdisciplinary programs based on existing courses. Departments should be encouraged to study the possibility of creating additional interdisciplinary courses.
5. The University should develop more uniform procedures for determining the quality and effectiveness of classroom instruction.
6. The University should increase financial support for faculty development in the area of instruction.
7. The University should provide a uniform and improved procedure for follow-up of graduates, including a better means of locating graduates.

8. The use of Library resources by the majority of students is acceptable, but a broader use ought to be encouraged. Many students have not acquired the skills and familiarity with Library resources necessary for effective and regular use.

STANDARD IV
FINANCIAL RESOURCES

INTRODUCTION

The University of North Carolina at Wilmington is the fastest growing of the sixteen constituent universities of the University of North Carolina system. Enrollment has increased over 150% during the past ten years. More recently, the 1980 fall enrollment exceeded the approved budget figure by 5%. This rapid growth has exceeded funding requirements for the University's expanding programs and operations. To date, adequate funding for new faculty positions has been provided; however, funding for other areas has not allowed us to keep up with both inflation and growth. To compound the problem, the need for graduate programs to serve the residents of this region of North Carolina has expanded the University's mission. As expected, this has resulted in increased financial needs for research facilities, library materials, travel, supplies, maintenance and other services. As a result, the University needs to improve its fund-raising from the private sector and to continue to request increased state appropriations.

The impact of budget limitations has been greatest in the areas of current services (travel, telephone, postage and printing), computer services, physical plant operations and administrative support services. Budget shortfalls in these areas have had an adverse effect on the University's ability to accommodate its mission.

RESOURCES AND POLICIES

SOURCES AND STABILITY OF INCOME

As a state institution, the majority of our operating budget comes from state appropriations. We expect the trends noted in Appendix I to continue in the future with the possibility that federal grants and auxiliary sales may become a relatively larger portion of our total current funds budget. For example, a contract with the National Oceanographic and Atmospheric Administration has recently been negotiated. This is the largest contract ever received by this University. We believe our endowment will continue to grow, but we do not believe it will become a significantly larger portion of our budget than that shown in Appendix I, unless additional fund-raising efforts are undertaken.

The surpluses shown in Appendix I are primarily the result of requirements of various outstanding bond agreements which require us to generate surplus funds for the general protection of our bond holders. Additionally, over \$300,000 of these surpluses have been committed to construction projects that began in fiscal year 1980-81.

We believe current trends will continue, although federal grants and auxiliary sales may contribute a relatively larger share of total resources. A concurrent increase in related auxiliary revenues and expenditures is expected.

The most successful fund-raising arm of the University is currently the UNCW Foundation, a separately incorporated organization. The Chancellor provides recommendations to the Foundation regarding University needs. The Development Office should assume a more central role in raising funds.

There is strong feeling on the part of the faculty that more effort needs to be made toward acquiring funds from sources in the private sector. Towards this end, a full-time Development Director should be appointed. Results of the faculty survey indicate that 88% of the faculty feel that the University's efforts to secure funds from other than state appropriations are inadequate. A comprehensive study of development activities is included in Standard II.

During the next two years the amount charged for student tuition and fees is expected to increase significantly. However, over the next 5 to 10 years it is projected that the percentage of total current fund revenue generated by student tuition and fees will remain at the 1979-80 level (see Appendix R).

As stated in Appendix J, all debt at UNCW has been incurred for construction of revenue-producing facilities. All debt retirement was current as of June 30, 1980, and all reserve requirements had been met. Over the next five years, we anticipate the expenditure of approximately \$23 million in capital projects as shown in Table 6.

1981-82	Library Addition	\$7.0 million
1982-83	Miscellaneous Campus Improvements	\$3.5 million
	Roofing Repairs	
	Physical Plant Building	
	Renovation of Hinton James Hall	
	Extension Primary Electrical Distr.	
	Utilities Extension	
1983-84	Bear Business/Economics Addition	\$3.5 million
	Renovation of Hanover Hall	
	Swimming Pool Tiling	
	Air-Conditioning, Trask Coliseum	
	Riegel Road Completion	
1984-85	Creative Arts Building	\$4.0 million
1985-86	Physical Science Building	\$5.0 million

TABLE 6		
Anticipated Capital Projects		

These plans will be contingent upon funding from the state government and the condition of bond markets.

ORGANIZATION FOR THE ADMINISTRATION OF FINANCIAL RESOURCES

The Vice Chancellor for Business Affairs reports directly to the Chancellor. The Chancellor of the University makes a recommendation for appointment of the Vice Chancellor to the President of the University system after consulting with the Board of Trustees. The Vice Chancellor is appointed by the Board of Governors upon recommendation by the President.

Schema depicting the organization and administration of the Business Affairs division and the Financial Services department are included in Charts 5 and 7.

The University has experienced rapid growth over the past ten years, which has resulted in a great degree of specialization within the Business Affairs division in such areas as facilities planning, budget management, financing and managerial reporting. There remains a need to coordinate the activities of the division with those of other units within the University. Consequently, the Business Affairs division needs to establish a systems coordinator to review and modify current procedures and develop new ones that will result in a more coordinated and effective approach to current and future activities of the division.

One of the primary duties of the systems coordinator position will be to study, in concert with the Academic and Student Affairs divisions, our expanding needs for additional computer capabilities. A strong belief of Business Affairs personnel is that our current computer capabilities are becoming inadequate to meet our needs and the needs of those we service. The computer programming needs of the Business Affairs division are backlogged, and already we have programming needs that may require computer hardware beyond our current capabilities. Additional funding must be found to meet our expanding needs for increased computer hardware and software.

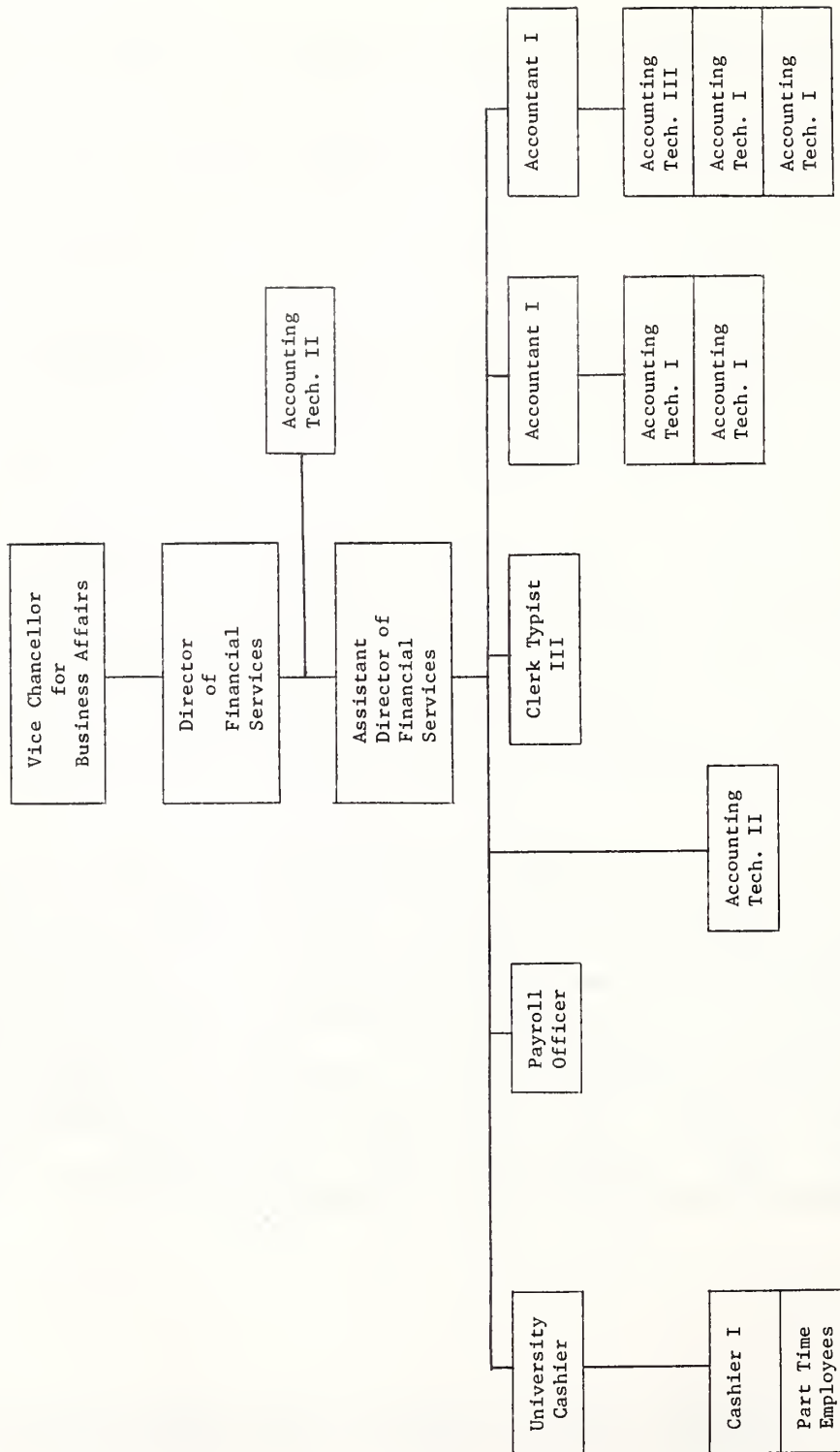


Chart 7: Financial Services Department

EDUCATIONAL AND GENERAL EXPENDITURES

It is difficult to compare the educational and general expenditures of UNCW with comparable member institutions of the Southern Association. The Southern Association has five categories of institutions. UNCW is currently classified at "Level II," which is composed of four-year institutions granting the bachelor's degree. Within the last five years we have been authorized to grant the master's degree in education and biology. However, our Southern Association classification has not been changed to that of a Level-III institution which grants the bachelor's and master's degrees.

Another difficulty exists in trying to compare UNCW with Southern Association data. The latest data from the Southern Association is for the years 1977-78. Table 7 compares 1980-81 and 1977-78 data from UNCW with 1977-78 Southern Association Level-II institutions.

The total UNCW expenditure per FTE student falls above the 75th percentile for similar universities, indicating a strong level of financial support. The percentage of the educational and general expenditure budget allocated for instruction, organized research and library is at the 75th percentile for 1977-78; however, the relative expenditure for the library dropped to the 50th percentile in 1980-81. The expenditures for organized research are somewhat deceiving in that approximately 50 percent of these funds are for the support of the Institute for Marine Biomedical Research rather than individual research projects of the faculty. The percentage of the budget for academic support (which includes academic computer services), student services, institutional support and student financial aid is at the 25th percentile for similar institutions.

With no percentages falling below the 25th percentile and only two categories above the 75th percentile, these figures demonstrate a fairly well balanced expenditure program. It is clear from these comparisons that UNCW places most emphasis on academically related areas.

Appendix S projects the future expenditure balance among these categories. Although no serious imbalance exists in these projections, increases in the areas of student services and student financial aid would be compatible with the role and scope of the institution.

Appendix K lists the amount of educational and general expenditures for each account classification for the past

	UNC-W		SOUTHERN ASSOCIATION ^(b)		
	1980-81	1977-78	1977-78 ^(a)		
			QUARTILE %		
	%	%	Q ₁	Q ₂	Q ₃
Instruction	54.4	51.8	31.9	47.8	50.4
Organized Research	6.2	7.2	—	1.2	—
Library	5.8	7.7	2.7	5.8	7.8
Academic Support	2.4	2.5	2.4	5.1	5.6
Student Services	4.8	5.0	4.8	6.4	8.4
Institutional Support	10.9	11.7	10.5	12.3	17.4
Physical Plant Operation	12.3	12.0	9.5	11.0	14.4
Student Financial Aid	3.2	2.1	1.5	6.6	19.9
Total Expenditures Per FTE Student	\$3,352	\$2,984	\$1,818	\$2,182	\$2,926

(a) The 1977-78 Figures are the latest published figures by the Southern Association as of this study.

(b) The numbers shown are the Quartile values for schools offering the Bachelor's Degree and having a total FTE enrollment of 2501-5000. Source: Southern Association of Colleges and Schools, Educational and General Expenditures of Member Institutions, 4th Edition (December, 1978).

TABLE 7
Expenditure Comparison with Similar Institutions

six years. Appendix L contains the full-time equivalent (FTE) enrollment and expenditure per student for the past five years as well as projected figures for the current year. In Appendix M, the number of employees and average salary per occupational group are charted.

BUDGET PLANNING AND CONTROL

Request packages for the departmental budget are prepared and given to each departmental manager approximately six months before the beginning of the fiscal year. These packages contain forms and detailed instructions for formulating departmental budget requests. Approximately three months before the beginning of the fiscal year, department managers submit to their dean or division head a completed budget request for approval and subsequent submission to the appropriate senior officer. Senior officers review their departmental budgets and indicate the approved funding levels. The Office of Business Affairs monitors the availability of funds and advises departments of the status of their budgets. Appendix U is our primary departmental budget-request form.

Since we are a state-supported institution and one of the sixteen constituent institutions of the University of North Carolina system, our overall budget is planned and controlled by the Division of State Budget and Management and by the system's Board of Governors. Budgets are planned to assure a prescribed student-teacher ratio and thus ensure adequate support for our instructional mission. When new programs are established or when additional funding is available due to growth, specified amounts are allocated to the instructional and library functions. Our overall budget is funded by function, such as instruction, research and institutional support.

The governing board approves all new degree programs and any other major policy decision that affects the direction of the institution including capital construction. Otherwise, the institution is free to develop its own destiny.

Budget control has been delegated by the Vice Chancellor for Business Affairs to the Director of Financial Services. Departmental managers are free to commit funds to the extent of their departmental funding. Monthly status reports are provided to each departmental manager. These reports indicate budget, expenditures, encumbrances and uncommitted budget balance by line item. A monthly transaction report accompanies the summary budget report, listing all transactions for the month.

In the self-study questionnaire, 67% of the faculty expressed an understanding of the budget-request process at UNCW. However only 39% felt that the faculty had adequate influence in the process, and only 33% understood the overall budgeting process. Fifty-six percent of the faculty felt that a Faculty Senate committee should be involved in the development of the University budget. This would serve to keep the entire University community aware of the budgeting process, as well as provide increased channels of communication from the office of the Vice Chancellor for Business Affairs to the faculty.

EXTERNAL BUDGETARY CONTROL

University budgets are appropriated by purpose and by line item within each purpose. Revisions to the budget, as appropriated, must be approved by the Division of State Budget and Management. Generally, the Division will not allow the movement of funds from salary to non-salary-related line items or the movement of funds from instructional to non-instructional purposes. All revisions must be submitted in writing and justified. Budget revision requests are handled promptly by the Division. The "emergency" spending limitations imposed by state governors in 1975 and 1979 (the last continuing through the 1981 fiscal year) have adversely affected the University's programs.

The September 27, 1979 memorandum (ordered by the governor) from John A. Williams, Jr., State Budget Officer, to "Department Heads and Chief Fiscal Officers" (in our case, the Chancellor) goes against the guidelines of the Southern Association for sound budgetary control of an educational institution, as the following quotations indicate:

1. Southern Association: "State financial and administrative officials adversely affect the educational and academic process when they exercise specific and detailed control over matters which can and should be handled within the institution."

Mr. Williams: "Travel requests should be made only for activities deemed essential by appropriate department officials in the requesting agency. General attendance at conferences or meetings and general training programs do not meet this criteria... No equipment, including vehicles, with a cost exceeding \$500 may be purchased or rented without the prior written approval of the Office of State Budget."

2. Southern Association: "An educational institution can neither conduct a sound educational program if its operational procedures are set by legislative act nor be properly administered if an agency either outside or superimposed upon the institution exercises undue and restrictive financial control."

Mr. Williams: "Copies of these purchase orders should continue to be filed with the Division of Purchase and Contract where they will be reviewed. Authority to purchase under term contracts may be removed in specific instances if these guidelines do not appear to be adequately observed... After reviewing the purchase requisition, the Division of Purchase and Contract will send such requests to the Office of State Budget for final approval."

3. Southern Association: "...The educational function of an institution must not be controlled through the use of budgetary techniques or controls by financial officials outside the institution."

Mr. Williams: "Approval of purchases and rentals will be limited to items needed for the protection of life or health and the preservation of safety."

These and other quotations in the memo raise questions about the extent of outside budgetary control.

Only about 80% of the University's equipment requisitions from allocated funds have been approved during the most recent freeze. This represents only a fraction of the loss, however, as undoubtedly faculty have reduced their equipment requests. Spending limitations are demoralizing and stifling to creativity and productivity in the faculty.

A further effect of the freeze is that only travel requisitions from allocated funds which involve a presented paper or lecture can currently be approved by the University. Hence, there is no funding for workshops, short courses, conferences, joint research projects or public service. Again creativity and morale suffer. Wilmington is too isolated for the faculty to "stay home" and expect to develop professionally. While presentation of research papers is important, it seems inconsistent to give this highest priority when so little state funding goes to support research on campus and when education of students is espoused as the University's primary function. Travel to improve teaching is not funded under the current guidelines.

ACCOUNTING, REPORTING AND AUDITING

Annual financial statements are prepared by University business personnel. These reports are submitted to the Chancellor and the Board of Trustees. Additionally, special-interest financial reports are prepared for each quarterly meeting of the Board of Trustees.

Currently, we have no well-defined and independent internal auditing function. Funding for this function has been requested in our 1981-83 budget request. Contingent upon approval of this request, an independent internal audit function was to be established in July, 1981.

Annual audits are conducted by the North Carolina Department of State Auditor's Office. These audits are prepared on a formal basis of generally accepted principles of institutional accounting as these principles appear in the current edition of "College and University Business Administration," published by the National Association of College and University Business Officers. All audits made by the North Carolina Auditor's Office are a matter of public record. The State Auditor's examination includes all financial aid and other special programs administered by UNCW.

MANAGEMENT OF INCOME AND CASHIERING

Management of all University financial resources is under the control of the Business Affairs Division. Receipts are issued through the Central Cashier for all funds received. All checks are written by the Financial Services department. Copies of checks are maintained with appropriate backup in the Financial Services area. The Director of Financial Services reviews and authorizes all cash disbursements. Funds received are deposited daily, and excess cash is locked in a safe overnight. Additionally, bank safe-deposit boxes are used to store notes, bonds and marketable securities. All persons handling institutional cash are bonded.

Management of the Endowment Fund corpus is the responsibility of the Board of Trustees of the Endowment Fund. Policies for the management of the Fund are set forth in the General Statutes of North Carolina (Section 116-36, as amended by Chapter 506, 1977 Sessions Laws). The current listed value of the Endowment is \$1,322,783 (see Appendix N). The Vice Chancellor for Business Affairs assists the Chncellor in the administration of the Endowment budget funds.

Current policy on endowment growth seeks the maintenance of purchasing power during an inflationary period while providing for current and future needs. Approximately 20% of current income is added to principal each year. In addition, an emergency and contingency fund of \$75,000 has been established to provide a consistent funding level during periods of fluctuating earnings that occur due to market trends beyond our control. We expect the endowment to grow by \$260,000 during 1981-83 based upon currently known sources of funds. Past this period we anticipate a growth of approximately \$50,000 per year (see Table 8).

Projections -- 1980-83		
a)	Pooled interest & other available funds	\$100,000
b)	Deloach Endowment	100,000
c)	Income additions and capital gains	60,000
	Total	\$260,000
Each Year Thereafter		
a)	Income additions	\$30,000
b)	Capital gains	20,000
	Total	\$50,000
TABLE 8		
Endowment Growth		

Although indicated growth cannot meet all our revenue needs, we believe that we can preserve our current purchasing power and establish a consistent and reliable pattern of funding for programs that cannot be supported by state appropriated funds. Such programs, however, must be limited unless further efforts can increase the principal of the endowment. Appendix N charts the growth of the Endowment over the past five years.

Restricted and agency funds are an integral part of the University accounting system, which has the capability to identify and segregate these funds. Audits of these funds

are made by the North Carolina Department of State Auditor and by other agencies as required. The special nature of these funds is recorded and subject to audit review. UNCW has no annuity funds.

Special programs supported by external agencies which require matching institutional contributions are properly classified in the University accounting system. No funds have been borrowed to meet matching needs. Appendix O shows the matching requirements for the University for the past five years.

Appendix P includes a list of the major auxiliary enterprises with the profit or loss of each auxiliary over the past five years. Each auxiliary enterprise is assigned to a manager who reports to the Vice Chancellor for Business Affairs. The managers are charged with the responsibility of sound fiscal management. The profits from each enterprise are used to expand the particular activity which generates the profit. For example, the Student Store's profits have been used to build inventory and construct new facilities; the Campus Center profits are being used to offset the cost of a new Center; and the profits from Food and Housing Services are being used to offset the cost of a new housing complex.

Auxiliary enterprises have been run effectively and efficiently over the past ten years. The greatest challenge in auxiliaries is that of keeping up with the growth of the University. Housing capacity has grown from 400 students to 1,000 students in the past five years. At present, construction of additional facilities to house 400 students is underway. The Student Store has moved into a new facility during the past five years. With completion of the Campus Center, further expansion of the Student Store and Food Service will take place.

PURCHASING AND INVENTORY CONTROL

The responsibility for purchasing, inventory control and central storerooms is vested in the Director of Purchasing Services.

To aid in the ordering of office, classroom and housekeeping supplies, a central storeroom has been established in the warehouse building. Annual catalogs are distributed to all departments, and ordering is done by a storeroom order and invoice form. Billing is performed monthly. Stock includes those items which are repeatedly purchased and those items which have an unusually long lead-time to acquire.

All other purchases of supplies, equipment and services are initiated by a requisition form sent to Purchasing. Items listed on "state contract" and small-dollar-amount items are purchased directly, while bids are solicited on everything else. Items of \$2,500 or more must be requisitioned through the State Purchase and Contract Division, where formal bids are solicited in accordance with state law. Current budget restrictions require that equipment items totaling \$500 or more must be justified and approved by the State Budget Division.

The science faculty in particular has expressed concern about the policy of awarding all contracts to the lowest bidder when purchasing highly technical scientific equipment. This process often results in the acquisition of equipment of inferior quality and ultimately in financial resources being wasted on equipment which will not perform at the desired level.

An inventory of fixed assets is maintained and updated through the purchasing process. At least annually, printouts are obtained and verified by department heads and spot checked by the inventory clerk.

We are currently in the process of converting our present inventory system to conform to the State Fixed Asset System. This will involve additional information, but the procedure for adding property will remain the same.

Inventory in the Central Stores is maintained on a Kardex System. This is verified through an annual physical inventory. Access to the stocking area is by authorized personnel only.

The purchasing procedures comply with the state requirements and appear to be effective in obtaining the best buys at the lowest expense to the University. The Central Stores have been in operation for the past six years and have proven to be beneficial to departments in providing supplies when they are needed.

Inventory control had been plagued with a shortage of personnel to keep records properly maintained. This fiscal year, however, a full-time position was established for this purpose. Records are now being verified and updated by the inventory clerk, with a workable inventory planned for the near future.

REFUND POLICY

A student who officially withdraws from the University on or before the last day of the registration period receives a full refund of tuition and fees paid. After the registration period the student is charged 10% of the semester charges for each week in attendance, plus a registration fee of \$7.50. No refund is made after the end of the ninth week. Students who receive financial aid are not given refunds on financial aid received when charges are prorated due to withdrawal.

Room and board agreements are effective for the full academic year. Agreements made after the beginning of the fall semester remain in effect until the close of the spring semester. Room and board deposits and charges will not be refunded except as provided below:

1. Agreements may be cancelled without forfeiture of deposit before May 19. Written notice of cancellation must be given to the Director of Housing.
2. Agreements may be cancelled with forfeiture of deposit between May 19 and the date on which the residence halls open for fall semester. Room rent for the fall semester will not be refunded after the opening of the residence halls.
3. Agreements entered into for just the spring semester may be cancelled without forfeiture of deposit before December 1 and with forfeiture of deposit between December 1 and the date on which the residence halls open for spring semester. Room rent for the spring semester will not be refunded after the opening of the residence halls. Written notice of cancellation must be given to the Director of Housing.
4. A pro-rata refund of dining charges will be made to students who officially withdraw from the University.

This policy is applicable to all students and is listed in the financial section of the University Catalogue.

PROJECTIONS

Over 75% of the University's operating funds come from or are controlled by the state of North Carolina. Of the operating costs, 6.4% are from external contracts and grants. The remaining 18% come from auxiliaries endowment and investment income. Appendix R charts the probable distribution of resources by source for the next five years. We are currently capitalizing sufficient endowment income to maintain the present rate of funding by endowments; however, this policy severely limits projects funded by the endowment fund, given the small size of the endowment.

The University has developed a master plan for capital construction through the year 2000. Its primary purpose is to plan for the University's growth, taking into account its changing enrollment and mission. Capital additions projected for the next five years are listed in Table 6.

Upon completion of this self-study the recommendations of each committee will be studied for feasibility.

RECOMMENDATIONS

The following recommendations are made concerning financial resources:

1. If UNCW is to continue its growth, a more aggressive approach to fund-raising should be undertaken to obtain new sources of income.
2. A faculty committee of the Senate should be established to participate in the development and review of the University budget.
3. The administration should work with the State Purchase and Contract Division to revise the bidding process for the purchase of technical equipment so that faculty with expertise in technical areas and knowledge of equipment can have greater influence in the selection and purchase of the equipment.
4. The Business Affairs division should be provided resources to establish a systems coordinator, expand its computer capabilities and develop an educational program for those serviced by the division.

STANDARD V

FACULTY

INTRODUCTION

Since the last self-study, the UNCW faculty has grown in numbers and in quality, so that it now compares favorably with faculties of equivalent institutions nationwide. Fringe benefits have also improved considerably, and UNCW salaries and workloads are now comparable to those at similar universities. Survey results demonstrate the faculty's belief that increased support for faculty research and development and for improved salaries and benefits are essential to maintain and improve the quality of the faculty.

RECRUITMENT AND SELECTION

The recruitment of faculty members is a major responsibility of the departmental chairmen and the academic deans in consultation with department faculty. A chairman generally initiates the process by requesting additional faculty as the need arises from his or her academic dean. The dean allocates faculty positions based upon requests and the availability of funds allotted to the schools or college for that purpose. In a written memorandum the academic dean authorizes the departmental chairman to undertake the hiring process. The memorandum states the academic rank and salary range of the faculty position and directs the chairman to meet with the Federal Compliance Officer to insure commitment to equal employment and affirmative action policies.

Subsequently the departmental chairman forms a search committee to develop a job description which cites training, degree area of speciality and prior experience required for the position. After review by the academic dean and Compliance Officer, the job description is used to advertise the position. Advertisement is conducted through the Chronicle of Higher Education, area-specific professional publications, letters to institutions whose graduates are trained for the position, personal communications or a combination of those options in order to reach the broadest professional audience possible.

Upon receipt of applications and the creation of an applicant pool, and with the approval of the academic dean and Compliance Officer, the departmental search committee screens and reduces the applications to a manageable number. Then the department as a whole, or sometimes a departmental recruitment committee, makes the final, formal recommendation. Ordinarily departments narrow the pool of applicants for a position to two or three, after which they invite those persons to the campus for formal and informal interviews. Occasionally the applicants offer seminars in their disciplines. Subsequently the department and its chairman select a candidate whose credentials are forwarded to the academic dean.

The academic dean participates in recruitment--first, by assuring that affirmative action policy has been followed throughout the proceedings. Second, the dean also interviews prospective faculty. Third, the dean receives

recommendations from departmental chairmen and, if satisfactory, forwards the recommendations to the Vice Chancellor for Academic Affairs for approval.

The Federal Compliance Officer also participates in each step of the hiring process, finally reviewing the recommendation of the departmental chairman to guarantee that the recommendation and the entire process leading to it are carried out professionally and in accord with the institution's commitment to equal employment opportunity and affirmative action principles. The Compliance Officer notifies the academic dean and Vice Chancellor for Academic Affairs of his findings. The University also uses a special incentive program to increase the number of minority and female faculty members.

For several years the average recruitment budget per position has not increased perceptibly while travel and lodging costs for candidates have spiralled upward. In order to bridge this widening financial deficit, some departments are forced to recruit only regionally. Department members involved in the recruitment process often find this involvement costing them personally in meals and entertainment expenses. Some departments spend significant portions of recruitment funds at national conventions and in advertising with too little remaining to finance a reasonable number of invitations for candidates to visit the University. Candidates are sometimes asked to pay large portions of the cost of the recruiting visit, resulting in many potentially good faculty members withdrawing their candidacies.

Until July 1, 1980, either the Vice Chancellor for Academic Affairs or the Academic Dean arranged the annual orientation program. At that time, the academic structure of the University was subdivided into the College of Arts and Sciences, the School of Business Administration and the School of Education. It then became the responsibility of the respective deans of the College and Schools to plan the orientation procedures for new faculty members.

FACULTY ORGANIZATION

Faculty organization comprises the general faculty and the Faculty Senate. The general faculty in a single body meets at least once each semester, at which time the Chancellor presides and all members are entitled to vote. Officers of the Faculty Senate--Chairman, Vice-Chairman and Secretary--serve corresponding positions for the general faculty. Faculty responsibility for most matters involving University policies and practices is delegated to the Faculty Senate, which acts as the legislative body for the faculty, though at any time, according to procedures outlined in the Faculty Governance Document, the general faculty may review actions taken by the Senate.

During the previous decade the increased number of faculty rendered general faculty meetings an unwieldy forum for conducting business and prompted the adoption of a Faculty Senate in 1977 to conduct affairs for the faculty. The Senate is composed of members from the departments of each school or college, the number of which varies according to the size of the departmental faculty. Members are elected to two-year terms. The Chancellor is an ex-officio voting member of the Senate; the chief academic officer and deans of each school or college are non-voting, ex-officio members of the Senate.

The Faculty Senate assumes responsibility for such fundamental areas as curriculum, subject matter, methods of instruction, research, faculty status and those aspects of student life that relate to the educational process. It determines the general academic requirements for degrees earned at the University and recommends to the Board of Trustees policies regarding standards of admissions, evaluation of transfer credits, the general grading system and class attendance regulations. The Faculty Senate also selects and recommends candidates for honorary degrees.

Four types of committees assist the faculty, Faculty Senate and administrative officers of the University. Autonomous faculty committees elected from and by the full voting faculty include the Faculty Hearings Committee, the Faculty Professional Relations Committee and the Committee on Reappointment, Tenure and Promotion. Senate committees are administrative committees, formed from the Senate membership, and include the Senate Steering Committee and various ad hoc committees, listed in the Faculty Governance Document.

Currently, according to the faculty questionnaire, the faculty feels that the structures of its organization are appropriate and adequate. Yet the majority of the faculty believes that its participation in University decisions and policies is insufficient, perhaps in part because the jurisdiction of the faculty appears to some uncertain and in part because of inadequate communication between the faculty and administration. These conclusions are based upon the data from the questionnaire:

1. The current structures of faculty organization are appropriate and productive (Question 14: 54% agree; 26% disagree).
2. The jurisdiction of the faculty is clear and adequate in scope (Question 15: 46% agree; 39% disagree).
3. There is sufficient communication between administration and faculty at UNCW (Question 16: 38% agree; 50% disagree).
4. Faculty participation in University decisions and policies is adequate (Question 17: 38% agree; 51% disagree).

PROFESSIONAL COMPETENCE

Professional competence of the faculty has increased markedly in recent years and contrasts with that presented in the 1969-70 Self-Study. Whether measured by highest degree held, location of graduate training, amount of experience or professional activity, the faculty as a whole exceeds any standards set forth as requirements for accreditation. Further, competence is comparable to that of similar universities in the region with the highest reputations. These positive statements are supported by data presented in the accompanying tables and descriptions. It should be noted that the total number of respondents differs from table to table because of variations between information provided from Institutional Research on all faculty and that which comes from the faculty survey. Not all faculty returned the survey or answered all questions on it, and the definition of "full-time" faculty differs for different areas.

Tables 9 and 10 compare the present faculty with that at the time of the last self-study. Several features stand out. As would be expected in a growing institution, the size of the faculty has increased, although, due to overenrollment, not at a rate commensurate with the increased size of the student body. The percentage of faculty holding the doctoral degree, however, has increased to the point that the majority of the faculty have doctorates. Further, many of the master's-level degrees of the present faculty are considered to be terminal degrees within the field. These degrees include MBA, MSW and MFA. An increased diversity of the faculty is indicated in the shift in location of schools from which the highest degree was obtained (see Table 10). Whereas a majority of the faculty ten years ago received their training in North Carolina, now less than a third has. Further, the percentage receiving their training outside of the Southern region has almost doubled, bringing to the faculty, and therefore to the students, a wider variety of perspectives and knowledge. On the other hand, it is still true that the majority of faculty received their graduate training in the Southern region of the country.

As shown in Tables 11, 12 and 13, the University's dedication to increasing the male-female balance of its faculty is having some success. Females now represent about 25 percent of the permanent faculty, with the majority at

Number and (Percent)		
DEGREE	1969-70	1979-80
Doctorate	36 (42.3)	162 (60.7)
Master's	46 (54.1)	80 (30.0)
Bachelor's	2 (2.3)	23 (8.6)
Others	-	2 (0.7)
None	1 (1.1)	0 (0.0)
TOTAL	85	267

TABLE 9		
Highest Degree Held by Full-Time Faculty in 1969-70 and 1980-81		

Number and (Percent)		
LOCATION	1969-70	1980-81
North Carolina	44 (52.4)	63 (30.1)
Southern Region (not NC)	18 (21.4)	58 (27.8)
United States (not South)	18 (21.4)	81 (38.8)
Foreign	4 (4.8)	7 (3.3)

TABLE 10		
Location of Schools Awarding Faculty Highest Degrees		

junior ranks. This does not appear to reflect discriminatory promotion practices but rather the recently

increased hiring of females, most of which is at the assistant professor level.

Rank	TENURE		ON TRACK		NOT ON TRACK	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Professor	35	2	0	0	0	0
Asso. Professor	31	5	6	2	0	0
Asst. Professor	14	6	62	21	0	1
Instructor	0	0	4	5	1	2
Lecturer	0	0	0	0	31	37
Other	0	0	0	0	3	1
TOTAL	80	13	72	28	35	41

TABLE 11

Rank by Tenure Status of Teaching Faculty for Males and Females

As shown in Table 12, the diversity of the faculty in location of training is not matched by diversity in ethnic background. In spite of active attempts to increase minority representation, the faculty remains largely white.

The overall high level of professional training of the faculty also holds within each school or college and within divisions of the College of Arts and Sciences (Table 14). Except for two programs that offer training for which the typical academic advanced degrees do not always apply (Nursing and Health, Physical Education and Recreation) all divisions within the College of Arts and Sciences and both professional schools have a majority of faculty who hold the doctoral degree. If the non-doctoral terminal degrees are also considered, the overall training becomes even more impressive. Some particularly strong areas are apparent.

Ethnic Group	FULL-TIME		PART-TIME		ON LEAVE		VISITING	
	Male	Female	Male	Female	Male	Female	Male	Female
White	156	56	16	21	1	1	1	0
Black	6	2	0	0	0	0	1	0
Asian American	5	1	0	1	0	0	0	0
American Indian	0	0	0	0	0	0	0	0
Hispanic	2	1	0	0	0	0	0	0
TOTAL	169	60	16	22	1	1	2	0

TABLE 12

Ethnic Background of Teaching Faculty

Rank	DOCTORAL		MASTERS		BACHELORS		OTHER		NONE	
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.
Professor	35	2	0	0	0	0	0	0	0	0
Asso. Professor	31	7	6	0	0	0	0	0	0	0
Asst. Professor	60	17	16	11	0	0	0	0	0	0
Instructor	0	1	4	2	0	3	1	1	0	0
Lecturer	2	4	21	20	7	13	1	0	0	0
Other & Visiting	2	1	0	0	0	0	0	0	1	0
TOTAL	130	32	47	33	7	16	2	1	1	0

TABLE 13

Faculty Rank by Highest Degree Achieved

College of Arts and Sciences

Degree	College of Arts and Sciences							School of Education	School of Business Administration	Overall Total
	Creative Arts	Humanities	Natural Sciences	Social Sciences	Health, Phy. Educ. & Recreation	Nursing	Total			
Doctorate	11 (50.0)	28 (62.2)	58 (87.9)	31 (93.9)	6 (28.6)	-	134 (67.7)	15 (88.2)	11 (61.1)	160 (68.7)
Master's (Professional)	6* (27.3)	-	-	2** (6.1)	-	-	8 (04.0)	-	6*** (33.3)	14 (6.0)
Master's	5 (22.7)	17 (37.8)	7 (10.6)	-	14 (66.7)	3 (27.3)	46 (23.2)	2 (11.8)	1 (5.5)	49 (21.0)
Bachelor's	-	-	1 (1.5)	-	1 (4.8)	8 (72.7)	10 (5.1)	-	-	10 (4.3)
TOTAL	22	45	66	33	21	11	198	17	18	233

*M.F.A. or M.M., ** M.S.W., *** M.B.A.

TABLE 14

Highest Degree Achieved in the College and Schools

Number and (Percent)

Location	0 - 2	3 - 8	9 - 14	15 or More
At UNCW	59 (28)	75 (35.5)	40 (19)	37 (17.5)
Prior to UNCW	112 (52.8)	61 (28.9)	27 (12.7)	12 (5.7)

TABLE 15

Years of Full-Time Teaching Experience at UNCW

Number and (Percent) of Faculty in Each Category

Professional Activity	Number of Memberships or Subscriptions				
	0	1 - 2	3 - 4	5 - 6	7 or More
Organizations	14 (6.5)	61 (28.5)	82 (38.3)	42 (19.6)	15 (7.0)
Journals	18 (8.4)	70 (32.7)	72 (33.6)	33 (15.4)	21 (9.8)

TABLE 16

Faculty Professional Memberships and Subscriptions

The amount of full-time teaching experience at UNCW and prior to UNCW is shown in Table 15. The rapid growth of the University and faculty can be seen in the relatively large number of faculty with only a few years at UNCW. Notable, however, is the number of faculty with three or more years of full-time experience prior to UNCW.

Faculty are actively involved in maintaining their professional competence as indicated by membership in professional organizations and subscription to professional journals (Table 16). At present, there is no requirement

for annual updating of faculty files in terms of evaluating academic and professional competence. Faculty are encouraged to do so, however, and over 75 percent submit such an updating annually. Other aspects of faculty competence, such as in research, are dealt with in other sections of this study and will not be covered here.

PROFESSIONAL GROWTH

ENCOURAGEMENT TO UNDERTAKE RESEARCH

At the time of the last self-study in 1969-70, little on-campus support for faculty research and development was available, largely as a result of limited funds available from any source and restrictions on use of state funds. Fortunately, this situation has improved considerably since that time.

In order to support faculty research and development, the Board of Trustees established the Faculty Research and Development Fund in 1977 using income from the Kenan Endowment Fund. This fund has made available \$10,000 each year since its inception. All full-time teaching and research faculty may apply for support from this fund. The Faculty Research and Development Committee is charged with the responsibility of recommending allocation of the funds to the Vice-Chancellor for Academic Affairs.

While this fund has encouraged scholarly activities, the amount of money available is becoming inadequate for several reasons. The annual level of funding has remained constant, while the faculty has increased, as has emphasis on original scholarly work as a criterion for reappointment, tenure, promotion and merit salary raises. In the future, Federal and other beyond-campus levels will put increasing strain on the fund as increasing numbers of faculty apply.

The faculty generally view the University's encouragement of research as seriously inadequate, as demonstrated by the questionnaire:

1. University financial resources are not adequate to sustain faculty research activities (Question 54: 64% agree; 19% disagree).
2. The current consulting and release time policy for external research does not provide sufficient incentive to bring in additional research for UNCW (Question 68: 45% agree; 16% disagree).
3. The University does not encourage research and other scholarly work by:

- a) providing adequate financing and other support for field work (Question 79: 59% agree; 15% disagree).
 - b) providing adequate financial assistance for participation in professional meetings, workshops and seminars (Question 80: 63% agree; 28% disagree).
 - c) providing student assistance (Question 83: 43% agree; 34% disagree).
 - d) encouraging seminars for faculty with similar research interests (Question 85: 50% agree; 18% disagree).
4. Research facilities and equipment to support their research efforts are not adequate (Facilities--Question 78: 46% agree; 33% disagree; Equipment--Question 117: 43% agree; 27% disagree).
 5. In general, there is little incentive for faculty to bring in outside or contracted research (Question 208: 50% agree; 15% disagree).
 6. There is inadequate release time from departmental duties for research (Question 213: 67% agree; 10% disagree).

The respondents, however, feel that the University encourages research and other scholarly work by providing recognition through promotion and salary increases (Question 84: 57% agree; 25% disagree) and by providing journals and books in the library to support their research interests (Question 86: 82% agree; 12% disagree). They also feel that computer services are adequate to support their research efforts. (Question 119: 53% agree; 13% disagree; it should be noted, however, that most faculty expressing agreement do not use computers for research; those using computer facilities do not, in general, find them adequate).

ATTENDANCE AT PROFESSIONAL MEETINGS

The University seeks to promote professional growth and development of its faculty by encouraging attendance and participation in professional meetings; however, reimbursement is contingent upon the availability of funds and must always comply with travel regulations set by North Carolina state policy.

Current state guidelines allow no in-state or out-of-state travel expenditure unless it is determined by department heads that such travel is essential for a department or agency to perform its function. It is the faculty's opinion that:

1. Attendance at professional meetings, workshops and in-service training has not been adequately recognized (such as by salary increases, promotions, tenure and letters of recommendations) by the institution (Question 72: 52% agree; 24% disagree).
2. The University does not provide adequate financial assistance for attendance at professional meetings, workshops and seminars (Question 88: 68% agree; 27% disagree).

IN-SERVICE TRAINING PROGRAMS

The University has sponsored several workshops for the faculty, conducted by outside experts, and promoted attendance at workshops off campus. These workshops have all been attended by large numbers of faculty. Workshops so sponsored have been on topics such as faculty evaluation (1975), teaching effectiveness (1977), student-advising (1979) and techniques of applying for grants (1981).

Attendance at a number of workshops and similar activities has been provided by the Faculty Research and Development Fund. Unfortunately, for the same reasons as in research, the amount of money available through the Fund is becoming inadequate to meet the needs and desires of the faculty to increase their competence as teachers and members of their disciplines.

LEAVE OF ABSENCE FOR FURTHER STUDY AND PROFESSIONAL DEVELOPMENT

Although the University recognized the value of further study in increasing the effectiveness of the faculty, present limitations on the budget do not permit the granting of leaves of absence at full or partial salary.

The faculty, however, believe:

1. the processes, procedures and criteria for granting leaves of absence for study are not clear (Question 69: 44% agree; 28% disagree); and

2. sabbaticals are necessary for professional growth (Question 81: 77% agree; 12% disagree).

Generally the faculty feels that the expected professional growth of faculty members is not being fully explained during the initial employment interviews (Question 71: 46% agree; 33% disagree). However, they feel that the institution creates an atmosphere for individual faculty members to exercise initiative in identifying and meeting their own professional needs (Question 59: 61% agree; 32% disagree); thus, memberships in learned professional societies averaged four societies per individual faculty members with memberships ranging from 0 to 11 societies. The average faculty subscriptions to professional journals is four with subscriptions ranging from 0 to 14 journals.

<u>YEAR</u>	<u>RANK</u>	<u>HIGH</u>	<u>AVERAGE</u>	<u>LOW</u>
1969-70	Professor	\$15,500	\$13,738	\$12,300
	Associate Professor	12,300	11,147	10,300
	Assistant Professor	11,600	9,288	8,100
	Instructor	8,900	7,273	6,500
1970-71	Professor	16,500	14,736	13,500
	Associate Professor	13,400	12,088	11,100
	Assistant Professor	12,400	10,051	8,000
	Instructor	9,300	7,969	7,400
1971-72	Professor	17,700	15,638	13,600
	Associate Professor	14,600	12,810	11,700
	Assistant Professor	13,200	10,744	8,900
	Instructor	9,800	8,500	7,700
1972-73	Professor	18,700	16,316	13,600
	Associate Professor	15,100	13,366	12,000
	Assistant Professor	13,500	11,110	9,000
	Instructor	11,700	9,100	8,000
1973-74	Professor	19,300	17,219	14,000
	Associate Professor	15,850	13,924	12,400
	Assistant Professor	14,200	12,204	10,100
	Instructor	11,600	10,268	9,000
	Lecturer	14,900	12,363	9,500
1974-75	Professor	20,600	18,564	14,850
	Associate Professor	16,800	14,984	13,350
	Assistant Professor	15,150	13,047	10,900
	Instructor	12,300	11,108	9,600
	Lecturer	15,900	12,938	10,100
1975-76	Professor	21,000	18,643	14,850
	Associate Professor	17,200	15,182	13,350
	Assistant Professor	15,000	12,888	10,900
	Instructor	12,200	11,225	9,600
	Lecturer	16,600	12,845	10,100
1976-77	Professor	22,800	20,878	18,075
	Associate Professor	18,800	16,284	14,350
	Assistant Professor	16,275	13,885	10,292
	Instructor	12,884	11,913	9,090
	Lecturer	17,564	12,645	10,284
1977-78	Professor	25,608	22,647	19,950
	Associate Professor	20,125	17,796	16,000
	Assistant Professor	17,850	14,896	12,875
	Instructor	13,560	12,449	10,000
	Lecturer	15,416	12,445	9,166
1978-79	Professor	\$27,575	\$23,656	\$20,200
	Associate Professor	21,200	19,263	17,275
	Assistant Professor	18,950	16,136	13,700
	Lecturer	16,225	13,747	11,675
1979-80	Professor	28,550	24,687	21,675
	Associate Professor	22,725	20,518	17,500
	Assistant Professor	20,550	17,324	14,500
	Lecturer	18,770	14,867	11,500
1980-81	Professor	32,300	28,133	24,275
	Associate Professor	26,000	23,295	18,500
	Assistant Professor	23,000	19,562	15,000
	Instructor	17,917	16,174	14,000
	Lecturer	22,875	17,142	13,650

TABLE 17

Salaries by Rank (Academic Year, Full-Time)

FINANCIAL SECURITY

FACULTY SALARIES

The University has achieved the goal established by the 1971 institutional self-study of creating a salary structure competitive with those of similar academic institutions. In addition, while the real salary levels of colleges and institutions nationwide have experienced a growing erosion due to inflation during the decade of the 1970's, the decline at UNCW has been less severe than at most other institutions.

In Table 17 academic-year salaries are listed by rank for full-time teaching faculty members for the years 1969-70 through 1980-81. These figures are from the annual statements on salary issued by the Vice Chancellor for Academic Affairs in accordance with procedures outlined in the Faculty Handbook. The salaries so listed do not include additional stipends earned by faculty working in the Advising Center or those provided to departmental chairmen. Note that the rank of lecturer did not exist in this list prior to 1973-74 and that the rank of instructor did not exist for the years 1978-79 and 1979-80.

Table 18 lists percentage increases in the Consumer Price Index (CPI) and increases of the average salary--monetary and real--for each of the ranks at UNCW during each of the one-year periods since 1969-70. These changes are based upon the average salaries listed in Table 17. In Table 18 it is apparent that significant increases in monetary salary were often more than neutralized by an increasing Consumer Price Index. For example, the average salary of professors increased 4.4% from 1978-79 to 1979-1980 but the purchasing power of that salary decreased 7.9% during the same period due to a 13.3% inflation rate.

The cumulative effects of inflation upon UNCW and national faculty salaries are presented in Table 19. The net effect of inflation is that UNCW salaries declined more than 10% in real terms since 1969-70.

A comparison of salaries with those of similar institutions on a national basis by faculty rank is shown in Table 20. These figures indicate that UNCW salaries are quite competitive with those offered by public institutions

Percentage Increases in CPI and Average UNCW Salaries

TABLE 18

Academic Rank	1969-70 to 1970-71	1970-71 to 1971-72	1971-72 to 1972-73	1972-73 to 1973-74	1973-74 to 1974-75	1974-75 to 1975-76	1975-76 to 1976-77	1976-77 to 1977-78	1977-78 to 1978-79	1978-79 to 1979-1980
INCREASE IN MONETARY SALARY										
Professor	7.3	6.1	4.3	5.5	7.8	0.4	12.0	8.5	4.5	4.4
Associate	8.4	6.0	4.3	4.2	7.6	1.3	7.3	9.3	8.2	6.5
Assistant	8.2	6.9	3.4	9.8	6.9	-1.2	7.7	7.3	8.3	7.4
Instructor	9.6	6.7	7.1	12.8	8.2	1.1	6.1	4.5		
Lecturer					4.7	-0.7	-1.6	-1.6	10.5	8.1
INCREASE IN REAL TERMS										
Professor	2.1	2.4	0.3	-3.2	-3.0	-6.2	5.8	1.7	-4.5	-7.9
Associate	3.2	2.3	0.3	-4.4	-3.1	-5.4	1.4	2.4	-1.1	-6.0
Assistant	3.0	3.2	-0.6	0.8	-3.8	-7.8	1.8	0.5	-1.0	-5.2
Instructor	4.3	3.0	2.9	3.5	-2.6	-5.6	0.3	-2.1		
Lecturer					-5.8	-7.3	-7.0	-7.8	1.0	-4.5
CPI Increase	5.1	3.6	4.0	9.0	11.1	7.1	5.8	6.7	9.4	13.3

Unadjusted current dollars are used to measure monetary salary. The Consumer Price Index on the standard academic year basis is used to compute the percentage increase in real terms from the percentage increase in monetary salary. Note that negative numbers indicate decreases.

MONETARY AND REAL TERMS, SELECTED YEARS¹

Academic Rank	1969-70 to 1979-80 <u>Percentage Change</u>		1969-70 to 1974-75 <u>Percentage Change</u>		1974-75 to 1979-80 <u>Percentage Change</u>	
	Monetary Term	Real Term	Monetary Term	Real Term	Monetary Term	Real Term
<u>UNC-W</u>						
Professor	79.7	-12.5	35.1	-1.4	33.0	-11.2
Associate	84.1	-10.4	34.4	-2.0	36.9	-8.6
Assistant	86.5	-9.2	40.5	2.5	32.8	-11.4
Instructor	--	--	52.7	11.4	--	--
Lecturer	--	--	--	--	14.9	-23.3
<u>National</u>						
Professor	67.7	-18.4	26.3	-7.9	32.8	-11.3
Associate	67.7	-18.4	26.8	-7.5	32.3	-11.7
Assistant	65.8	-19.3	25.8	-8.2	31.8	-12.0
Instructor	68.0	-18.2	27.2	-7.2	32.1	-11.8

¹ The source for the national data is Academe, Volume 66, No. 5, p. 267. The percentage changes in the Consumer Price Index were 205.4, 137.1, and 149.8 for 1969-70 to 1979-80, 1969-70 to 1974-75, and 1974-75 to 1979-80, respectively. These changes are on an academic year basis.

TABLE 19

Percentage Changes in UNCW and National Average Faculty Salaries

that award only the baccalaureate degree (Category IIB) but much less competitive with those public institutions which offer some but not extensive graduate programs (Category IIA). Table 21 indicates salary comparisons among the state-supported institutions.

1979 - 80 *

<u>Institution</u>	<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Professor</u>	
UNCW	\$17,500	\$20,600	\$25,100	(base)
National Category**				
IIB (all)	15,420	18,380	22,780	
IIB Public	17,030	20,110	24,230	
IIA (all)	17,420	21,180	26,610	
IIA Public	17,790	21,630	27,200	
Differences				
IIB (all)	-2080	-2220	-2320	
IIB Public	-470	-490	-870	
IIA (all)	-80	580	1510	
IIA Public	290	1030	2100	
% Differences				
IIB (all)	-11.9%	-10.8%	-9.2%	
IIB Public	-2.7%	-2.4%	-3.5%	
IIA (all)	0.0%	2.8%	6.0%	
IIA Public	1.7%	5.0%	8.4%	
Deciles of UNCW Salaries Within The Following Distributions				
IIB	90	80	80	
IIA	60	50	50	

(*) Academe, Vol. 66, No. 5, pp. 278, 280, 299.

(**) Category IIA includes all public and private institutions awarding degrees above the baccalaureate but have not conferred in the most recent three years an annual average of fifteen or more doctorates covering a minimum of three unrelated disciplines. Category IIB includes all institutions both public and private awarding only the baccalaureate or equivalent degree.

TABLE 20

Salary Comparisons by Rank with National Institutions

<u>Institution</u>	Average Salaries (in thousands)			Percentage Difference		
	Prof.	Assoc. Prof.	Assist. Prof.	Prof.	Assoc. Prof.	Assist. Prof.
Appalachian State University	23.4	19.0	16.7	-6.8	-7.8	-4.6
East Carolina University	24.8	20.4	17.4	-1.2	-1.0	-0.6
Elizabeth City State University	23.4	19.9	17.3	-6.8	-3.4	-1.1
Fayetteville State University	24.0	20.2	17.3	-4.4	-1.9	-1.1
North Carolina Central University	27.1	21.1	17.6	8.0	2.4	0.6
North Carolina State University	30.1	22.8	18.3	19.9	10.7	4.6
Pembroke State University	23.6	20.3	17.6	-6.0	-1.5	0.6
UNC-Asheville	25.0	20.4	16.7	-0.4	-1.0	-4.6
UNC-Chapel Hill	33.3	23.9	19.8	32.7	16.0	13.1
UNC-Charlotte	26.5	20.6	17.2	5.6	0.0	-1.7
UNC-Greensboro	31.0	22.7	18.5	23.5	10.2	5.7
Western Carolina University	24.1	19.6	16.8	-4.0	-4.9	-4.0
UNC-Wilmington	25.1	20.6	17.5		(base)	

Academe, Vol. 66, No. 5, p. 299

TABLE 21

1979-1980 Average Salaries by Rank within the UNC System

Although the University is currently classified as a IIB institution, this designation may soon change since the institution as it expands its graduate programs will increasingly be in competition with Category IIA and higher institutions to staff these new offerings. Further, faculty are increasingly expected to engage in and publish the results of independent scholarly work. They are, therefore, increasingly functioning in ways similar to faculty in Category IIA or, indeed, Category I institutions. Therefore, it is incumbent upon this institution to attempt to raise salary levels to the average salary levels of those public IIA institutions similar to our own. Unless this long-term inflationary erosion of income is not only stopped but reversed, the University of North Carolina system will encounter difficulties in maintaining a gulfed faculty through competition with academic institutions with better salary scales and non-academic employers offering more attractive economic benefits.

Table 22 indicates the average salary distribution by rank and school, whereas Table 23 demonstrates the salary distribution by rank, school and sex for the fall, 1980 semester. In both these tables, advising stipends and chairmen's stipends are included in the salary. Note that all averages are based upon a ten-month contract except for the last column of administrative, library and research averages, which are based on a twelve-month contract. Hence the average salaries are slightly greater than would be indicated in Table 17. In Table 23, ranks where either the male or female population consisted of either 1 or 2 persons are not reported to prevent disclosure of salary information about specific faculty members who could be easily identified. According to Table 23, there are no apparent discrepancies in salary within any given rank unless it is at the rank of lecturer.

The University must adopt a set of minimum salary goals in order to continue to attract and retain qualified faculty. While a majority (54%) responding to the faculty questionnaire felt that faculty salaries at UNCW are competitive with similar institutions (Question 98: 32% disagreed), only 36% felt that the UNCW salaries are competitive with other universities in North Carolina with 41% disagreeing (Question 101). Consequently, the faculty is aware that while salary levels at UNCW are perhaps adequate for a baccalaureate institution, these levels should increase as the institution's expanding educational mission places greater professional demands upon the faculty.

While faculty generally feel that salaries here are competitive with similar institutions, a large majority (66%) of those responding to the questionnaire disagreed

<u>Rank</u>	<u>Arts and Sciences</u>	<u>Business</u>	<u>Education</u>	<u>Administration Library & Research</u>
PROFESSOR				
No.	31	3	4	8
Average	\$28,735	\$32,683	\$29,200	\$40,133
ASSO. PROF.				
No.	37	4	3	3
Average	23,468	24,388	23,600	34,000
ASST. PROF.				
No.	87	9	9	7
Average	19,485	21,644	21,511	25,413
INSTRUCTOR				
No.	8	0	0	0
Average	16,183	0	0	0
LECTURER				
No.	34	2	1	5
Average	16,328	-	-	17,080
NO RANK				
No.	3	0	1	7
Average	22,450	0	-	24,491
TOTAL				
No.	200	18	18	30
Average	21,032	24,005	22,878	28,593

All averages are based upon a ten-month contract except for the last column of administrative, library, and research averages which are based upon a twelve-month contract.

TABLE 22
Average Fall 1980 Salary by Rank and School

COLLEGE OF ARTS & SCIENCES

<u>RANK</u>	<u>MALE</u>		<u>FEMALE</u>	
	<u>NO.</u>	<u>AVG. SALARY</u>	<u>NO.</u>	<u>AVG. SALARY</u>
PROFESSOR	30	\$ -----	1	\$ -----
ASSO. PROF.	31	23,406	6	23,791
ASST. PROF.	64	19,418	23	19,674
INSTRUCTOR	3	15,983	5	16,303
LECTURER	15	16,994	19	15,482
VISITING	2	---	0	----
OTHER	1	---	0	----

SCHOOL OF EDUCATION

<u>RANK</u>	<u>MALE</u>		<u>FEMALE</u>	
	<u>NO.</u>	<u>AVG. SALARY</u>	<u>NO.</u>	<u>AVG. SALARY</u>
PROFESSOR	3	\$ -----	1	\$ -----
ASSO. PROF.	2	-----	1	-----
ASST. PROF.	5	21,220	4	21,875
LECTURER	0	-----	1	-----
OTHER	0	-----	1	-----

SCHOOL OF BUSINESS

<u>RANK</u>	<u>MALE</u>		<u>FEMALE</u>	
	<u>NO.</u>	<u>AVG. SALARY</u>	<u>NO.</u>	<u>AVG. SALARY</u>
PROFESSOR	3	\$32,683	0	\$ -----
ASSO. PROF.	4	24,388	0	-----
ASST. PROF.	7	-----	2	-----
LECTURER	2	-----	0	-----

TOTAL FACULTY

<u>RANK</u>	<u>MALE</u>		<u>FEMALE</u>	
	<u>NO.</u>	<u>AVG. SALARY</u>	<u>NO.</u>	<u>AVG. SALARY</u>
PROFESSOR	36	\$ -----	2	\$ -----
ASSO. PROF.	37	23,586	7	23,428
ASST. PROF.	76	19,738	29	20,123
INSTRUCTOR	3	15,983	5	16,303
LECTURER	17	17,447	20	15,663
VISITING	2	-----	0	----
OTHER	1	-----	1	----

TABLE 23

1980-1981 Average Salaries by Rank and Sex

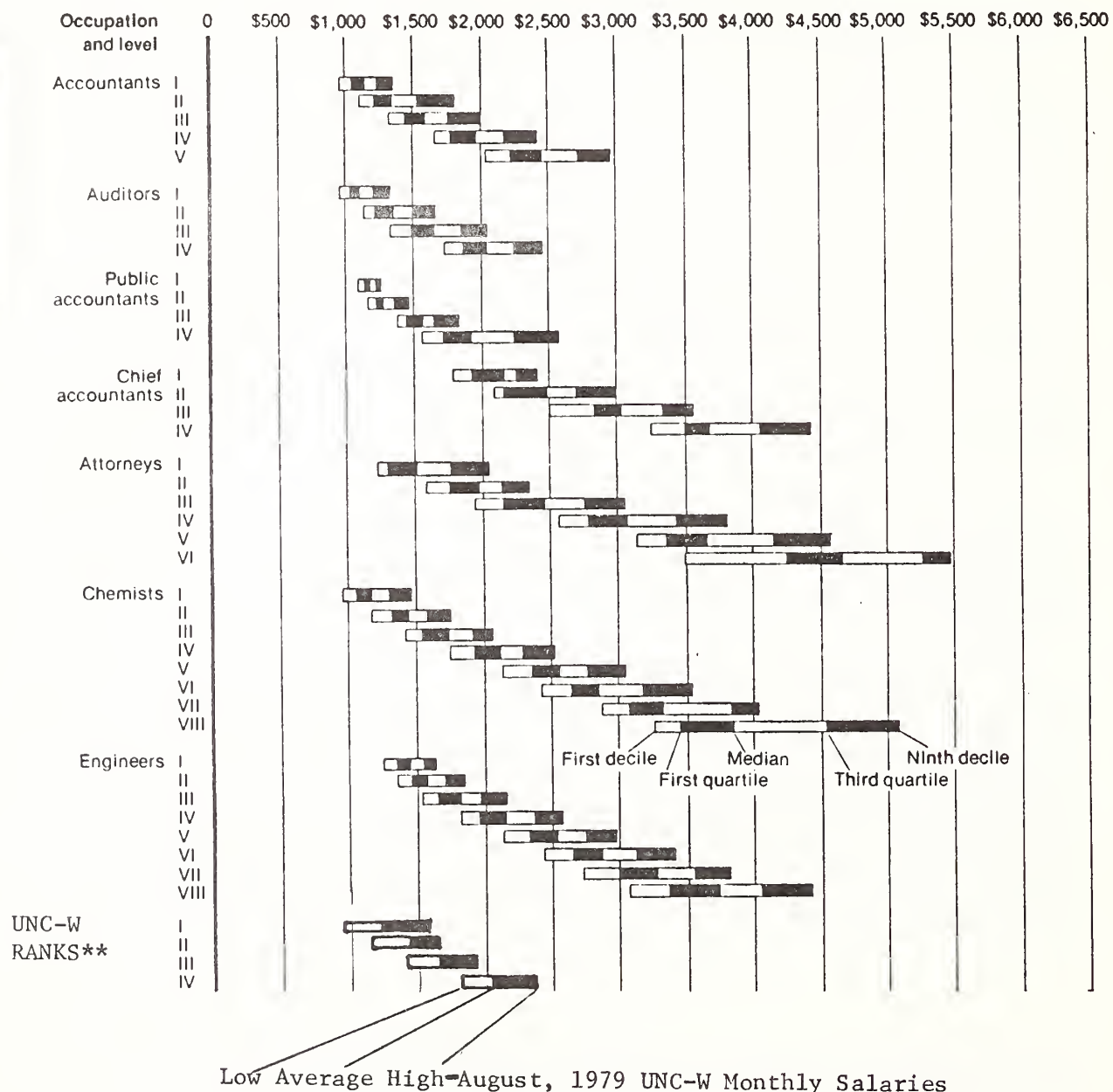
with the statement that current salaries at UNCW are satisfactory (Question 100: 28% agreed). Dissatisfaction is shown by the 77% of the faculty who disagreed with the statement that faculty salaries at UNCW are competitive with those for persons with comparable training and experience employed in non-academic institutions (Question 99: only 8% agreed). This general perception by the faculty that to be an employee of UNCW rather than of private industry means personal financial sacrifice is an accurate observation, as indicated by Table 24, which compares August, 1979 UNCW faculty salaries with March, 1979 salaries from selected professional and technical occupations within the United States. The general characteristics and typical duties and responsibilities of each occupational level are described in the March, 1979 National Survey of Professional, Administrative, Technical, and Clerical Pay published by the Bureau of Labor Statistics.

Dissatisfaction with salary is certainly not unique to this campus. To continue to attract and retain qualified personnel, the University must be cognizant of the opportunity costs such individuals incur by entering the profession.

The faculty also continues to be concerned about summer school salaries. The majority of faculty (55.2% to 30.4%) disagree with the statement, "Availability of and procedures governing summer teaching of faculty are satisfactory" in Question 133 of the questionnaire. Much of this dissatisfaction stems from the fact that summer school funds are entirely enrollment-generated, and in the past year, UNCW summer enrollments have declined for the first time, causing the faculty to face a situation already common at other institutions.

Salaries in professional and technical occupations, March 1979

Median monthly salaries and ranges within which fell 50 percent and 80 percent of employees



Sources: UNC-W salaries are from Table V.5.1 of this report. Private industry salaries are from the National Survey of Professional, Administrative, Technical, and Clerical Pay, (Washington: U.S. Government Printing Office, March, 1979).

**Key: I-Lecturer; II-Assist. Prof.; III-Assoc. Prof.; IV-Prof.

TABLE 24

Comparisons of 1979 UNCW Salaries with Salaries of Similar Workers

FRINGE BENEFITS

Faculty fringe benefits have improved at UNCW since the previous self-study. All of the recommendations concerning fringe benefits from that report have been adopted. A more complete description of the present program of benefits can be found in the Faculty Handbook under the title "Faculty Welfare." Among the basic benefits are retirement systems, hospitalization and major medical, life insurance, disability insurance, and optional prepaid legal insurance and tax-deferred annuities.

There is one area where the faculty feels the benefits program could be improved. One-hundred-seventy-five faculty out of 214 respondents to the questionnaire agree that a dental plan should be added to the employee package.

CRITERIA FOR SALARY INCREMENTS

The larger proportion of salary increases for all state employees, including faculty, is determined by the state legislature. A smaller sum is provided for merit increments. At present there are no University-wide criteria for these increments. The criteria for determining merit raises vary from department to department and are indistinguishable from promotion and tenure criteria. Less than 30% of the respondents to the faculty questionnaire agree with the statement in Question 92 that "the procedures for granting salary increments and other types of recognition are clearly stated to the faculty by the institution." Many departments recognize that individual research, teaching and other accomplishments can be more strongly encouraged by substantial merit money.

PROFESSIONAL SECURITY AND ACADEMIC FREEDOM

Policies and procedures regarding academic freedom and security are stated in the Faculty Handbook, a copy of which is given to each faculty member, and are found on pages 1-29 of the section entitled "Academic Freedom and Tenure."

The Handbook states that it is the policy of the University to support and encourage full freedom, under the law, of inquiry, discourse, teaching, research and publication of all members of the academic staff. It further states that the University will neither penalize nor discipline faculty members in the exercise of this freedom.

The majority of the faculty feel free to express their views. This attitude is expressed in the self-study questionnaire in the following items:

1. I feel free to openly air my views on academic, professional or institutional issues even though they may be contrary to the views of others in my department (Question 55: agree-169; disagree-42).
2. I feel free to openly air my views on academic, professional or institutional issues even though they may be contrary to the views of others in my college or school (Question 56: agree-155; disagree-55).
3. I feel free to openly air my views on academic, professional or institutional issues even though they may be contrary to the views of others in the University (Question 57: agree-149; disagree-61).
4. I feel free to teach and investigate according to my professional views and standards (Question 58: agree-187; disagree-22).

Policies regarding the rewarding of tenure are stated in the Faculty Handbook. The University expresses its allegiance to tenure by stating that all faculty members holding the rank of assistant professor or above are eligible for permanent tenure. The Handbook describes the definition and length of probationary service required prior to tenure consideration. In addition, faculty members who are in a position with tenure potential are informed of the nature and type of their appointments and receive written notice when tenure is achieved.

A notice of non-reappointment after the probationary period is presented to the faculty member in writing by the appropriate dean. The policies and procedures in non-reappointment matters are listed in the Handbook. The Handbook also explains non-reappointment hearings procedure available to faculty. In the questionnaire, a majority agree that policies on reappointment and non-reappointment are made clear and consistently applied, although some difference of opinion is demonstrated as 40% disagree with this item. Most faculty (117 to 46) are satisfied with current written policies and procedures for the termination of faculty appointments, and a smaller majority (88 to 68) believe the University has clear policies for the use of part-time faculty.

TEACHING LOADS

The customary teaching load at UNCW is defined by the Faculty Handbook:

Normally full-time faculty members teach four courses (12 credit hours) each semester; however, this number may vary under special circumstances. The number and type of courses taught by faculty members each semester, and the times at which they are taught, are determined by the departmental chairman in consultation with the Dean.

This policy reflects UNCW's origins and history as a community college with no research component in its mission, followed by successive growth stages leading to four-year status and increasing research expectations as a UNC-system campus. While the policy does reflect national maximums for such institutions, these increased research expectations (and aspirations on the part of the faculty) and the transition to "Comprehensive University I" (graduate-degree granting) status within the UNC system appear to require some adjustments.

In some instances overloads have occurred as a result of the serious illness of a colleague or emergency staffing situations. In the latter instance, faculty are compensated at the maximum part-time rate regardless of rank or salary. See the Faculty Handbook for variances in teaching load which occur on a regular basis.

Grant monies sometimes pay a portion of a faculty member's salary on a short-term basis (with a corresponding reduction in the teaching load). Otherwise, the teaching load for individual faculty members may occasionally be less than 12 hours for other reasons, but such instances appear to be rare. The 191 respondents to Question 131 report an average of 11 contact hours per week, including labs.

Although no allowances are made for variations among disciplines, the responsibility for taking into account differences in time required for classroom preparation in varying types and sizes of classes lies within the departments. Good communication among a faculty member, his or her department chairman and the appropriate dean is expected to assure that a faculty member's workload is reasonable. In the questionnaire, 79% of the respondents

agree that their chairmen consider class size and instructional load in planning for effective departmental instruction (Question 34).

The development of UNCW as a comprehensive university and the addition of more research-oriented faculty members, together with a perceived increase in research expectations on the part of the administration and the Faculty Committee on Reappointment, Tenure and Promotion, have led to some dissatisfaction with the standard teaching-load arrangement. Such concerns are not, of course, unique to UNCW.

Evidence from the questionnaire leaves no doubt about our faculty's commitment to teaching. For Question 230, 79% agree that undergraduate teaching obligations should take priority over research responsibilities if the two are in conflict. Furthermore, 75% agree that their research contributes positively to their classroom teaching (Question 244), and only 14% agree that research time reduces the effectiveness of the departmental program (Question 214).

The questionnaire focused on release time as a means of resolving conflicts between teaching and research. Only 10% of the respondents to Question 213 agree that there is adequate release time from departmental duties, while 66% disagree. Of course, "departmental duties" comprise more than classroom instruction. More specifically, Question 233 asked whether faculty should be given reduced teaching loads when they engage in research. The responses were: always-14%; frequently-30%; sometimes-43%; seldom-5%; never-1%; no response-7%. In a similar vein, 58% disagree with the notion that they can maintain an active research program without release time (Question 215).

The matter is further complicated by the fact that committee work also competes with teaching and research for faculty members' time; not all of the faculty, on the other hand, are prepared or inclined to engage in research. With the creation of the Faculty Senate in 1977, committee work has increased dramatically. This development has greatly improved faculty input into the decision-making process, but it has had an impact on the teaching/research/service-workload triad.

The questionnaire also included a series of questions (255-258) in which faculty members were asked to estimate their present workload component as percentages devoted to: 1. research, artistic or scholarly productivity; 2. classroom teaching; 3. administration and committees; and 4. student counseling and tutorials. A parallel set of questions (259-262) asked for the preferred percentages in the same categories. Although the data is aggregate, certain patterns can be observed (see Table 25). It is

clear that the "preferred" teaching component would not differ radically from the present pattern.

<u>present</u>				<u>preferred</u>	
%	faculty			%	faculty
0	8.9%			0	11.2%
5	0.5%				
10	1.4%	<u>2.3%</u>	<u>1.4%</u>	5-10	1.4%
15	0.5%				
20-25	8.4%			20-25	7%
30-35	5.6%			30-35	7.5%
40-45	14%	<u>45.3%</u>	<u>55.1%</u>	40-45	23.4%
50-55	17.3%			50-55	17.3%
60	10.3%			56-60	9.3%
65-70	12.6%			65-70	11.2%
75	6.1%			75-80	8.4%
80-85	7.5%	<u>43.5%</u>	<u>32.2%</u>		
87-93	3.7%			85-93	1.9%
100	3.3%			100	1.4%

TABLE 25

Percentage of Time Devoted to Teaching

Table 26 indicates that 57.5% of the faculty now devote 10% or less of their time to research, although only 36.1% would prefer that situation.

Table 27 indicates the understandable desire of many faculty members to devote a lesser amount of time to administration and committee work. While those persons who have taken committee work seriously in the past will no doubt continue to be called on frequently, the burden could be eased by involving to a greater extent the unduly high percent of those who presently do not contribute. University service certainly has been justly considered in the past in salary, tenure and promotion decisions.

In contrast to these areas, Table 28 demonstrates the faculty's satisfaction with their current expenditure of time on student counseling and tutorials.

<u>present</u>				<u>preferred</u>	
%	faculty			%	faculty
0	22%			0	16.8%
1-4	2.8%				
5	14%	<u>57.5%</u>	<u>36.9%</u>	1-5	7%
10	18.7%			10-15	13.1%
15-17	6.1%			20	10.7%
20-25	20.6%	<u>26.6%</u>	<u>19.6%</u>	22-25	8.9%
28-35	9.8%			30	14%
40-45	4.2%			35-40	15.9%
50-55	1.4%	<u>16%</u>	<u>43%</u>	45-50	10.7%
				55-60	0.9%
70	0.5%			65-70	1.4%
				100	0.5%

TABLE 26

Percentage of Time for Research, Artistic or Scholarly Activity

The teaching load must be viewed in the context of the other components of the faculty workload. As other portions of this self-study amply document, many UNCW faculty members have made valuable research contributions while teaching twelve hours. However, the sentiment articulated by numerous departmental self-studies (and probably the sentiment underlying the questionnaire responses previously discussed) is that, taken together, a twelve-hour teaching load plus committee work and advising all add up for many to more than a forty-hour week, and that the research is done, in essence, on an overload basis, as well as during the summer months for which most receive no regular compensation. The gravity of this situation is heightened by the increased level of research expectation in salary, tenure and promotion decisions. On the other hand, this increased expectation is entirely appropriate in a comprehensive university. Likewise, as the proportion of Ph.D.'s among the faculty increases (now 60%, up from 42% in 1970), research aspirations on the part of the faculty will increase and, indeed, already have.

<u>present</u>				<u>preferred</u>			
%		faculty		%		faculty	
0		18.2%		0		27.6%	
<hr/>							
2-4		3.7%		1-4		2.8%	
5		15%		5		29%	
7-8		2.3%		7-10		23.4%	
10		23.4%					
<hr/>							
14-15		7.9%		15-20		9.8%	
20		8.9%		25-30		2.3%	
25		5.1%		35-40		0.9%	
30-35		4.2%		50-55		0.9%	
40-45		2.8%					
50		3.3%					
<hr/>							
60-65		1.4%		70-75		1.4%	
70-75		1.9%		80-90		1.4%	
80-90		0.9%					
<hr/>							
100		0.9%		100		0.5%	

TABLE 27

Percentage of Time Devoted to Administration or Committees

<u>present</u>				<u>preferred</u>			
%		faculty		%		faculty	
0		16.4%		0		17.8%	
2-4		1.9%					
5		12.1%		4-5		15.4%	
7-10		30.8%		7-10		30.8%	
<hr/>							
14-16		12.1%		15		12.1%	
20		13.1%		18-20		12.1%	
25-30		10.3%		25-30		7.9%	
34-35		1.4%		35-40		2.8%	
40-45		1.4%					
65		0.5%		65		0.9%	

TABLE 28

Percentage of Time Devoted to Student Counseling and Tutorials

The faculty, therefore, is not homogeneous in its attitude toward the total work load, as is clearly indicated in Tables 25-28. Responses to question 130 of the faculty questionnaire, which addressed the teaching load in isolation, present a similar picture. While 57% of the respondents agreed that the present teaching load is satisfactory, 38% disagreed, but considerably higher disagreement exists among faculty holding the doctorate than among those with a master's.

Faculty are subject to the provisions of the Policy Statement on External Professional Activities of Faculty and other Professional Staff and the policy, "Political Activities of University Employees." The Faculty Handbook (Section III) alerts faculty members to these regulations and indicates where copies may be consulted. Although only 45% of the respondents to Question 218 of the questionnaire indicated agreement with the statement, "I am familiar with University documents regarding payments for faculty consulting," it may be that other faculty members have no need for this information.

There is apparently no monitoring of the internal imposition of excessive responsibilities on faculty members nor of their assumption of excessive external non-professional responsibilities other than the discretion of individual faculty members and their department chairmen.

CRITERIA AND PROCEDURES FOR EVALUATION

Systematic appraisal of the competence and performance of individual faculty members is carried out periodically. Evaluations are made for the purposes of awarding tenure and granting reappointment, promotion and merit raises. Criteria against which performance is evaluated and specific procedures used in making evaluations are clearly defined in the following documents, copies of which are provided to each member of the faculty:

1. Section 602(4) of The Code of the University of North Carolina (July, 1975).
2. Chapter III of the Faculty Handbook (subtitles: "Policies of Academic Freedom and Tenure" and "Criteria for Reappointment, Promotion and Tenure").

The policy statements specific to this campus and contained in the Handbook were developed by select faculty committees and approved by the faculty, the administration and the governing Boards.

The documents stipulate that considerations upon which appointment, reappointment, promotion and permanent tenure are based shall include "an assessment of at least the following: the faculty member's demonstrated professional competence, his continued academic and professional growth, his potential for future contribution, his teaching effectiveness, and institutional needs and resources." The documents make clear that favorable recommendations shall be "made only on the ground of merit" and the evaluation shall include input and evidence from students, colleagues, the department chairperson and other relevant sources. UNCW has recognized three principal criteria for evaluation: 1) teaching effectiveness, 2) scholarship, artistic achievement and research, and 3) service to the University and community. Specific procedural guidelines are set forth in the documents for the review of recommendations, at the departmental, college or school, and University levels. Timetables for evaluation of individuals at various academic ranks and periods of time in service for reappointment, promotion and award of tenure are stated clearly. Peer review occurs at the departmental level as appropriate faculty committees evaluate individuals and recommend action to the chairperson, and at the college or school level through elected faculty committees which review

recommendations from the various departments and advise the deans and Vice Chancellor. Most departments' recommendations come about by senior faculty members consulting with the department chairperson. Some departments (Political Science, Sociology and Anthropology, and Chemistry) use a peer-group procedure in which the total faculty is involved in the formulation of recommendations. Criteria for reappointment, promotion and tenure within the schools and college generally follow the guidelines in the faculty handbook without a formal written criteria statement at the department or school level. An exception is the School of Education which has a written statement of criteria for promotion. Final evaluation and approval of recommended actions is the function of the Chancellor, local Board of Trustees and the Board of Governors of the University.

Some of the perceptions of faculty members and students may be derived from responses to questionnaires:

FACULTY

1. The expected professional growth of each faculty member is fully explained during the initial employment interviews (Question 71: agree-71, disagree-99).
2. The procedures for granting salary increments and other types of recognition are clearly stated to the faculty by the institution (Question 92: agree-65, disagree-124).
3. The criteria against which performance of the individual faculty members will be evaluated are well known to you (Question 93: agree-99, disagree-107).
4. Promotional procedures and policies of this University exercise a positive influence upon the morale and professional development of the faculty (Question 94: agree-63, disagree-104).

Improved communication between administration/faculty advisory committees and the general faculty appears to be needed. Some lack of satisfaction with existing policies is evident from responses to item #94. Although faculty developed and approved these policies, continuing examination of the reasons for such dissatisfaction is needed.

STUDENT

1. I am satisfied with the quality of instruction at UNCW (Question 41: agree-332, disagree-44).

2. Students are sufficiently involved in the evaluation of instruction at UNCW (Question 42: agree-265, disagree-114).
3. I believe that most faculty members at this University are interested in students and their problems (Question 43: agree-306, disagree-66).
4. How many of the faculty who have taught you this year would you say excel in teaching abilities? (Question 44: none-4, very few-47, less than half-78, more than half-180, all-62).

Student responses to these questionnaire items tend to reflect a positive evaluation of the quality of instruction at UNCW. They seem to be satisfied with their role in evaluation of faculty performance (item #42). That involvement, in most cases, is in the form of responses to a general questionnaire at the end of the semester, evaluating the course and instructor. The results of these questionnaires are considered when faculty are evaluated by their departments.

PART-TIME FACULTY AND GRADUATE TEACHING ASSISTANTS

The University's policies on employment of part-time faculty is informal with no written criteria as to qualifications. The general criteria used is that those hired as part-time faculty have the professional formation or expertise to teach the specific course. All salaries are dependent on the number of courses taught. The term of employment is set forth in writing when the appointment is made, and the specification of the length of the appointment constitutes full and timely notice of non-reappointment when that term expires (Code Sec. 604C).

The number of part-time faculty has generally been based on the needs of the individual departments. The number of part-time faculty employed in the past are listed in Table 29.

	1976	1977	1978	1979	1980
No. of Part-time Faculty	22	39	52	57	62
No. of Full-time Faculty	168	184	190	193	209

TABLE 29

Part-time Faculty

The University has only recently begun graduate programs in the School of Education and the Biology Department. The determining factors for graduate assistants are the needs of

the department or school and the amount of funding available. The top students as determined by admissions requirements are selected as assistants.

PROJECTIONS

The relative youth of UNCW as a four-year institution, its legislative charge for innovation and meaningful service to the region and state, its freedom from stifling traditions, its distinctive location, the quality of its programs and other factors have resulted in remarkable growth in both enrollment and the size of faculty over the past ten years. Continued growth will occur during the next five to ten years; concurrently, the number and quality of educational programs will be enhanced.

An added factor affecting the growth and mission of the institution, its student body, faculty and programs is the development of master's-level graduate programs. Graduate programs in Education and Marine Biology presently exist. Others are likely in the near future. These programs contribute additional students and faculty and have a positive impact on undergraduate programs in nearly all departments.

The need for new faculty positions is obvious if the University is to provide for increased enrollments in both undergraduate and graduate programs. Table 30 projects for the next five academic years student enrollment and number of faculty positions per year, assuming either limited or unrestricted student enrollment. These projections are determined by the Office of Institutional Research and call for an increase of 56 or 57 new faculty positions above the fall, 1980 level of 266 full-time faculty positions.

Meaningful faculty salary projections would require much more information than is currently available. The administration is committed to continuing increases in faculty compensation. An adequate compensation plan must take into account the economic health of the state and nation with due regard to the inflationary forces which tend to erode the economic gains in real income.

Future salary projections must also take into account the development of graduate programs commensurate with a qualified faculty backed by adequate appropriations and demonstrated need. While the relationship of high salary levels to faculty morale should not be minimized, salary alone will not recruit, inspire or hold a superior faculty. The intangibles and fringe benefits previously discussed are extremely important. The youthfulness of the institution

	LIMITED GROWTH ASSUMPTION		UNRESTRICTED GROWTH ASSUMPTION	
	<u>STUDENT HEADCOUNT</u>	<u>FACULTY HEADCOUNT</u>	<u>STUDENT HEADCOUNT</u>	<u>FACULTY HEADCOUNT</u>
Fall-80 (Actual)	4696	269	4696	269
1981-82	4934	286	5013	290
1982-83	5247	304	5284	306
1983-84	5408	312	5427	314
1984-85	5511	319	5519	319
1985-86	5577	322	5582	323
Total increase	881	53	886	54

TABLE 30

Projected Student and Faculty Populations to 1986

and its charge to be innovative are stimulating challenges for the decade ahead.

RECOMMENDATIONS

The following recommendations are made concerning faculty:

1. The University should provide more adequate financial resources to support the search process, including the interviewing of prospective faculty.
2. The University should take additional steps to insure that faculty members clearly understand all policies, procedures and criteria of faculty evaluation.
3. The University should more vigorously encourage and support faculty research and development, both with financial grants and release time, as appropriate.

STANDARD VI

LIBRARY

INTRODUCTION

Both faculty and students have consistently expressed satisfaction with the services, staff and adequacy for instructional purposes of the William Madison Randall Library. Library holdings have grown rapidly in recent years and now number over 200,000 volumes. The capacity of the present building has now been reached, however, and much-needed additions to the building and staff have been planned.

OBJECTIVES

STATEMENT OF MISSION

The William Madison Randall Library is a service unit of the University and is responsible for providing a complete program of informational services for the campus. The Library thus serves all undergraduate, graduate and special programs of the University as the main repository for informational materials.

The mission of the Library is as follows: "To contribute to the University's teaching and research function by providing informational materials and services required by faculty and students, and including the following:

1. To select and acquire informational materials relevant to the current and anticipated instructional and research needs of its users, within the limitations of available resources.
2. To organize and establish bibliographic control of the materials acquired.
3. To make the collections available to users with as few restrictions as possible.
4. To instruct users in the effective use of library resources in the course of their academic pursuits, to interpret the collections for users in terms of each individual's needs and requirements, and to provide information.
5. To cooperate with other libraries and educational organizations for the advancement of scholarship and the sharing of resources."

This statement of mission was formally approved by the Library in July, 1977 and has since been reviewed and revised (see Appendix V).

STATEMENT OF OBJECTIVES

The Library has developed a comprehensive statement of 20 objectives, which include review and planning of policy development, daily operational procedure and planned growth. The formal statement of objectives was approved by the Library faculty in July, 1977 and has since been reviewed and revised (see Appendix V).

ADEQUACY OF LIBRARY RESOURCES, SERVICES, FACILITIES AND STAFF

The Library has over 200,000 volumes and volume equivalents, more than is required for an "A" rating according to the ALA/ACRL Standards (1975), Formula A (see Appendix W).

The faculty survey indicates that both library resources and faculty and student use are considered generally adequate (see Appendix X). The Library staff regularly reviews the services provided and feels that they are efficient and generally adequate to meet the demands of the University.

The same faculty survey indicates a high degree of satisfaction with Library services including reserve book circulation procedures, interlibrary loan, acquisitions, reference collection, bibliographic instruction, public card catalog and audio-visuals.

According to the ALA/ACRL Standards (1975), Formula C, the Library receives a "B" rating in space available. A space problem is developing, and increased use with each succeeding year will present additional problems in reader, materials and staff accommodations (see Appendix Z).

The Library professional staff includes nine full-time positions. A calculation based on the ALA/ACRL Standards (1975), Formula B, places Randall Library in the "C" category. The Library would need four additional professional positions to qualify for an "A" rating and one position to qualify for a "B" rating (see Appendix Y). For the Library to be operating successfully with a "C" staff rating and yet maintaining an "A" collection level indicates the competence and organization of the current staff. Plans have been made for adding new professional positions in specific areas during the next three fiscal years.

ACCESSIBILITY

Monographic and non-journal serial publications are arranged according to the Library of Congress Classification System. The latest issue of each journal subscription is displayed in alphabetical order by title on open shelves. Bound journals are shelved together by title. A journal file and a printed list show holdings, format and location. A comprehensive serials catalog is in preparation. All stacks, except those for unbound journal issues, are open. Non-book media are cataloged according to Anglo-American Cataloging Rules and housed behind the circulation desk. Access is through both public card catalog entries and a separately maintained audio-visual materials catalog.

The faculty survey also indicates a high degree of satisfaction with the accessibility of library materials and facilities, and with the hours of operation (see Appendix X).

STAFF

Randall Library has nine full-time professional (EPA) positions. All hold the nationally recognized terminal degree for librarians, a master's degree in Library Science from an ALA-accredited graduate school. The Director of Library Services is responsible for all services of the Library. The remaining eight librarians are distributed among the five departments, each of which is headed by a professional librarian: Serials and Documents, Readers' Services, Circulation, Cataloging and Acquisitions. Two of the remaining three professional positions are Assistant Readers' Services Librarians; the third is the Assistant Catalog Librarian (see Chart 8). When student hours are converted to full-time equivalents (FTE), the staff ratio of professional to supportive staff is 9:31. Thus, the professional staff comprises 29% of the total FTE staff. The ALA/ACRL Standards, (1975), recommend this percentage to be between 25 and 35 percent (see Appendix Y).

All SPA positions in the Library have up-to-date job descriptions on file. The total of these positions, adequately filled, assures a competent supportive staff. There are three Library Technical Assistants on the staff, two in the Circulation Department and one is in the Cataloging Department, where responsibility includes intermediate-level cataloging. Of the three LTAs, two hold baccalaureate degrees and the third has over 16 years of academic library experience.

Three Library Assistants are distributed between Readers' Services, which has one (part-time), and Acquisitions, which has two. Of these, two hold baccalaureate degrees and the third has over 15 years of library experience. Thus, the four largest departments in the Library have intermediate or top-level supportive staff. The six Library Clerk III positions also perform a major portion of the routine work in the Library. The Library also employs 35 part-time student assistants--hired on an hourly basis--most of whom are employed by the Circulation Department.

The procedures for filling an EPA (professional) position are coordinated by the Director of Library Services. A search committee, appointed by the Director from the professional staff, is responsible for examining and updating the position description, composing the announcement, and screening and interviewing applicants.

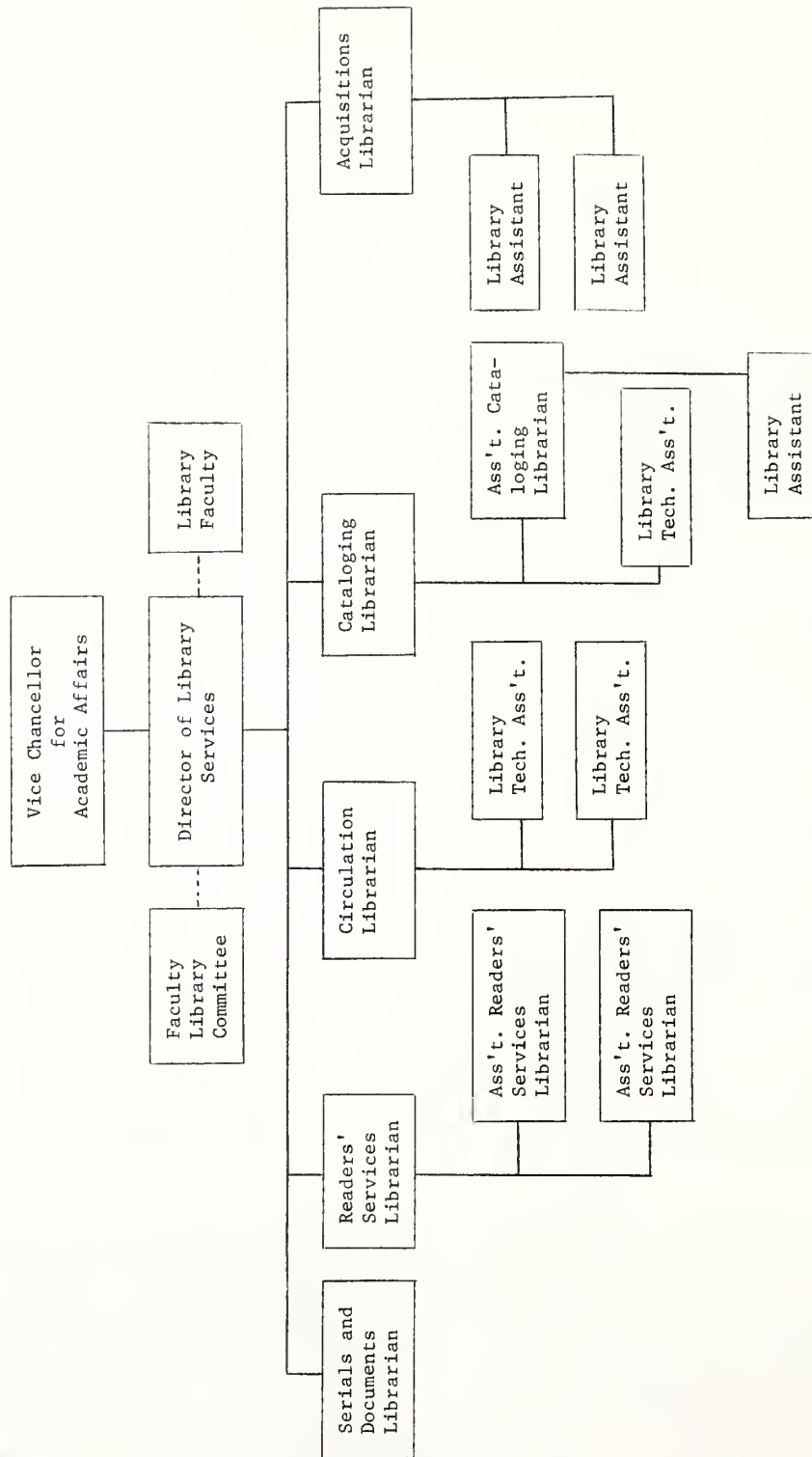


Chart 8: Library

After advertising the vacancy in selected journals for wide coverage of the professional community, the applicant pool is analyzed by the UNCW Federal Compliance Office after the closing date. If the applicant pool meets all requirements, the file of applications is forwarded by the Director to the search committee. Final candidates recommended to the Director by the search committee are then interviewed. Once the hiring decision is made, the recommendation is submitted by the Director to the Vice Chancellor for Academic Affairs.

The procedure for selecting SPA (supportive) staff members is similar to that for EPA staff. The process is administered within the guidelines established by the campus Personnel Office. There is no search committee, but the appropriate supervisors recommend selected individuals to the Director of Library Services.

The development of professional staff is encouraged by supporting their attendance at workshops relating to their responsibilities and at meetings of library-related organizations. Also, librarians have received release time to enroll in courses which contribute to the performance of their assigned duties.

Until 1977, retention of professional staff was encouraged by the fact that they were placed in tenure-track positions. Since July, 1977, however, new librarians have been hired at the academic rank of lecturer, a position requiring annual reappointment recommendations. At this rank, there is no possibility for earning tenure nor is there a chance to be promoted among traditional professional ranks. Of the five librarians who do have professional rank, four have tenure and one has been recommended for tenure this year. Currently four positions are ranked as lecturer.

All professional librarians are classified as EPA and are given faculty status, but only the five with professorial rank are subject to University policies of tenure and promotion. Criteria of promotion for them are problematic, since the performance of librarians cannot be reviewed by the University Faculty Committee on Reappointment, Promotion and Tenure by standards established specifically for classroom faculty. Upon request from the University administration, the Library faculty established a performance-evaluation standard similar to the one used by the teaching faculty but specific to the nature of the duties performed. In considering the annual performance reviews, the senior staff members use this standard in making recommendations to the Director on contract renewal for those ranked at lecturer and on promotion and tenure questions for those with professorial rank. Salary administration is the responsibility of the Director of

Library Services, who makes annual recommendations to the Vice Chancellor for Academic Affairs. There is confusion even among Library faculty as to exactly where librarians stand among the ranks of University employees.

Career development of SPA-classified personnel is encouraged by the University policy that makes three tuition-free credits available to University employees each semester. Release time from work is available at the discretion of the immediate supervisor with the approval of the Director of Library Services. SPA-classified personnel participate in the University-wide "Work Planning and Performance Review" process. Regular reviews of work plans and accomplishments are the basis on which all salary increments are made. SPA staff members are protected in matters of promotion, salary and job security by the State Personnel Act.

BUDGET

Table 31 shows expenditures for the past five fiscal years and the percentage of the educational and general budget allocated to Library expenditures.

1975-1976	1976-1977	1977-1978	1978-1979	1979-1980
\$428,316	\$537,418	\$702,070	\$744,429	\$709,646*
Percentage of General Fund Expenditure				
7.3%	7.7%	8.4%	7.8%	6.7%
*Decline due to expiration of supplementary appropriation program for upgrading collections.				
TABLE 31				
Library Expenditures				

The Library's annual budget amount is established as the basis for building each succeeding year's budget. Increases are generated through new funds allocated to the campus based on enrollment increases. The Library's portion of the total enrollment-increase funds is divided into two categories: (1) a mandatory percentage for augmenting the book budget and (2) the remainder for augmenting all other budget lines as determined by the Director of Library Services in consultation with the Vice-Chancellor for Academic Affairs. These latter funds may be used for books, additional staff positions, temporary wages (student assistants) and any other area in the "ongoing expenses" category, including automation through affiliation with the OCLC/SOLINET network.

Generally, the funds provided for library services have been sufficient to allow for a planned and orderly expansion

of services and for added work loads caused by increasing numbers of students and faculty. The book budget, however, has not increased adequately to compensate for the rate of inflation affecting informational resources. Certainly this problem is universal among all types of libraries. Inflation has severely limited the number of new monograph titles that the Library is able to make available, and the inordinate inflation rate affecting scholarly journals has necessitated strict limitations on the number of new subscriptions placed. This problem is especially detrimental to services because of the rapid growth of new faculty with new areas of specialization, the development of graduate programs and the increasing volume of library-based research activities among all faculty and among growing numbers of upper-level students. A slow-growing book budget also results in continuing problems in other areas of library services. As a growing portion of new funds is used each year to increase the book budget, smaller amounts are available for new staff positions, equipment and supplies.

Rising costs have curbed the Library's collection-development program drastically. An effort is being made currently, on the UNC-systemwide level, to institute an inflation factor that would allow a measure of relief for this problem in the FY 1981-1982 and FY 1982-1983 budgets.

All increases in the Library's total budget are based on additional enrollment; extra support for approved graduate programs and approved degree programs is set aside in the continuing book budget as received each fiscal year.

By administrative policy, up to approximately \$38,000 of the book budget each year may be used to purchase materials in direct support of approved graduate programs; the exact amount allocated is determined by the Vice-Chancellor for Academic Affairs, the academic deans and the Director of Library Services. For example, \$75,554 was allocated to the School of Education over a two-year period (FY 1977-1978 and FY 1978-1979) to purchase materials to support the new graduate program in that area; and \$25,000 was allocated over a two-year period (FY 1979-1980 and FY 1980-1981) to the Biology Department to support its new graduate program.

An extra fund of \$2,000 is allocated on a one-year basis to those departments authorized to offer a new undergraduate degree program. These supplementary allocations are deducted as required each year from the regular book budget.

No additional support is provided to the Library specifically to support individual faculty research projects. Consequently, the Library is certainly limited in its ability to support many individual faculty research projects with readily available materials.

RESOURCES

Library materials are selected primarily by faculty (using departmental allocations) and librarians. Further suggestions by faculty, staff or students are also given serious consideration.

The library materials budget is allocated as follows: the amount necessary to meet obligations for renewal of serial subscriptions, standing orders, tax, postage and bindery is allocated; 20-30% of the remainder is assigned to the Library faculty to purchase reference, recreational reading, serial backfile and general-collection development materials; the remainder is allocated to departments and schools for the purchase of materials to support their curricula. This method assures that faculty members have the opportunity to become involved in building library resources in their fields of expertise. The departmental allocation is based on a formula which weights: (1) number of faculty members; (2) number of courses taught at 100-200, 300-400, and graduate levels; (3) number of credit hours at 100-200, 300-400, honors, and graduate levels; and (4) the average cost per volume of monographs in each discipline.

The Library staff assists faculty members in selecting materials by routing announcements, publishers' catalogs and Choice reviews to the Library representative of each department or school. During its pre-order bibliographic search, the Library determines availability and price, checks for duplicates and identifies new editions. All requests are ordered as promptly as possible. Special rush orders are allowed upon request. Also on request, duplicate copies and out-of-print items are purchased.

Materials are reshelfed at least four times a day, and the shelves are read completely three times a year. Heavily-used sections are read more often. A continuous inventory is made to identify lost materials and initiate procedures for replacement purchase. No formal procedures have been developed for the preservation of the general collection beyond rebinding or replacement of worn, damaged and mutilated materials.

The number of accessioned volumes in the Library increased from 69,270 at the end of FY 1969-1970 to 200,000 at the end of FY 1980-1981. The number of serial titles regularly received increased from 1,136 to 2,891 during this

period. In the faculty survey, the most prevalent recommendation by departments and schools was for a more extensive collection of journals. Although 87% of the faculty respondents agreed on the adequacy of the journal collections to support their courses, the journal collection was perceived as incomplete for supporting some areas of faculty research. However, 88% of the respondents did agree that the University encourages research by providing the journals and books needed to support their research interests. Over 85% of students surveyed found the Library's journal collection adequate for their research and study (see Appendix AA).

The number of microform items increased during the 1969-70 to 1979-80 period from 4,800 to 259,143. The growth of the microform collection represents a concerted effort to purchase research collections and serial backfiles to support the expanding curriculum. As of June 30, 1980, the Library housed 4,210 audiovisual items. Multimedia purchases have been modest because the University has no designated media center and the Library is not the only unit on campus housing audiovisual materials and hardware. The collection of U.S. Government documents includes 144,016 items and 1,259 U.S. Geological Survey maps. Other resources include the UNCW Collection, a collection of original source documents on visual art and artists of North Carolina, Sea Grant publications and a special collection of rare and unique materials.

Over the years judicious and conscientious selections have been made from both editions of Books for College Libraries, "Opening Day Collection," and the annual list of "Outstanding Academic Books" from Choice. In the most recent comparison, the Library owned approximately 60% of the titles recommended by these lists. Incomplete areas were engineering and medicine, neither of which is taught at UNCW.

The University curriculum does not include professional, technical or vocational offerings such as law, medicine or engineering. It does have specialized programs, such as nursing, which require special resources. Each year selections are made and acquired from the bibliographies appearing in Nursing Outlook entitled "Selected List of Nursing Books & Journals" and "Reference Sources for Nursing". Comparable standard bibliographies are checked against our collections in other areas to ensure adequate resources to support the curriculum.

To support the general educational offerings, the Library not only subscribes to the standard periodical and essay indexes, but also makes a strenuous effort to subscribe to the indexed periodicals and to purchase the monographs

indexed in Essay and General Literature Index. For five years (1974-1979) the Library received additional funding to help bring its holdings up to minimal ALA/ACRL standards. To increase both the quantity and quality of the collections, these monies were separately accounted for and used exclusively for purchases of retrospective materials appropriate to an undergraduate library. The collection was compared with standard bibliographies, such as the "Basic Library List" of the Committee on the Undergraduate Program in Mathematics of the Mathematical Association of America, and the "Guidelines and Suggested Titles List for Undergraduate Chemistry Libraries" of the Advisory Council on College Chemistry. Both periodical and monographic selections were made from the standard bibliographies of each academic discipline. To increase breadth of coverage, Books for College Libraries was checked against the collection and orders were generated for current editions of significant works not already in the Library.

Until 1979 a librarian served on the Curriculum Committee, and librarians were aware of course changes and additions before they were offered and therefore had advanced time to select, acquire and catalog materials to support the new courses. But in 1979, this membership was discontinued. As a result, Library staff find it imperative that the various curriculum committees regularly submit to the Library timely information on courses to be added to the curriculum.

Regular communication with each teaching department or school and its students doing library research provides a general idea of the adequacy of library resources in support of educational programs. Readers' Services librarians select materials in appropriate areas to maintain currency of standard references and to strengthen perceived weaknesses in the collection.

At present there are no formal procedures for weeding the collections. There are, however, procedures during which weeding decisions are made. Items identified as missing during inventory are examined by the Circulation Librarian, who determines whether each item should be replaced with the same edition, with a later edition or with a more comprehensive work in the same area, or whether the item should not be replaced. Similar decisions are made when items are returned from circulation in worn or mutilated condition and when patrons ask for materials that cannot be located. Classroom faculty periodically appraise the collection in their areas of expertise and recommend for withdrawal titles which are dated, superseded or obsolete. During the last ten years, the entire collection has been physically examined and duplicate copies of materials which have not been used for reserve reading within the past five

years have been weeded. The best copy in each case was retained. Because of the long distance to the nearest research library, materials are withdrawn only when their potential has greatly diminished.

SERVICES

Viewed from the standpoint of the library staff and indicated by responses from student and faculty questionnaires, services seem to be efficient and generally adequate to meet the needs of the University community.

The Randall Library building was occupied in 1969 and was designed to accommodate on open shelves 200,000 volumes and seat up to 600 readers. The building has been maintained in excellent condition, considering the very heavy use of recent years. Vandalism to the building has never been a problem.

The building has reached its stated capacity for volumes and readers, and from this point on, each succeeding academic year will present additional problems in reader, materials and staff accommodations. In other words, a space problem now exists and will worsen until additional room is available.

Compounding the shortage of space is the fact that the building is also now being used by the General College Advising Center, which occupies all twelve faculty studies, and by the Office of Institutional Research. In addition, classes are scheduled regularly in the auditorium and in one of the two available larger study rooms. The Conference Room is used frequently by many different campus groups.

This problem will be corrected when the planned expansion of the building is completed in late 1984 or early 1985. The planned expansion will double the size of the existing facility, allowing adequate space to accommodate projected growth through 1995. Plans are being made for coping with space problems during the coming three to four years. The excellent basic design of the Library will probably allow several solutions to the specific problems that have been identified.

The Library is open 90 hours per week during regular sessions. Additional hours are added during examination weeks. There is some dissatisfaction in this area among faculty and students; requests are made regularly for longer hours at night, intersession periods and holidays. Questionnaire responses indicate dissatisfaction with the Library's operating hours by a moderate percentage of faculty (19%) and students (17%). The Chemistry Department

self-study, for example, suggests that week-end hours should be provided during holiday and intercession periods, when faculty find the most time to engage in research.

A variety of equipment is provided for the Library's users. Currently three coin-operated IBM photocopiers are available, supplying copies at five cents each. The number of photocopies made each year has more than tripled in the past five years (from 117,637 copies in 1975-76 to 354,137 copies in 1979-80). The Library has available four microfilm readers and two film reader-printers. Steady use is made of this equipment; however, rarely are all machines for one format in operation at the same time. The Library maintains four manual typewriters, located in the typing room, which students may use at no charge.

Some concern was expressed in departmental self-studies about a the need for additional typewriters and for increased workspace in the area provided for microform readers. This concern will be alleviated in the projected Library addition.

The following audio-visual equipment is available for in-library use: (1) hands-off audio equipment: two tape decks and two record turntables, with eighteen listening stations; (2) hands-on audio equipment: one record player, one tape deck, one cassette player; (3) audio-visual equipment: one 16mm movie projector, two sound filmstrip projectors, one sound/slide projector, one slide projector and one video-cassette unit on loan from North Carolina State University; and (4) other: two overhead projectors. In addition, the "hands-off" equipment can be piped into the auditorium for group listening. As well as serving individual student audio-visual needs and interests, the Library also services the Music Division of the Creative Arts Department and the Modern Language Department as the primary listening laboratory.

Of those faculty who responded to the self-study questionnaire, 26% disagreed with the statement that the audiovisual services provided by the library were adequate. In its self-study the Department of Modern Languages expressed some concern about the adequacy of the mechanical operation of the Library's listening facilities. In order to meet the needs of foreign language students, students need to be able to control the tapes to which they are listening. The value of the listening center is reduced because its equipment only allows for listening to the tape straight through.

Two departments suggested the value of a centralized audio-visual center connected to the Library. However, the Library currently does not have adequate facilities, equipment or staff to function in this capacity.

Use of the Library has increased steadily over the past five years. The total exit count has increased 47.6 percent during that period, and the average daily user count has increased from 599.8 in 1975-76 to 885.3 in 1979-80. These figures include days with reduced hours and attendance during breaks; the daily count during peak periods is much higher. Library use measured by student transactions from the general collection, however, has increased only 8.5% during this same period and has in fact declined slightly over the past three years.

Non-University users continue to represent a sizable portion of the Library's clientele, with 854 persons receiving borrowers' cards during 1979-80, an increase of 34% over 1978-79. In addition, 175 high school students were issued user cards during the year, a decrease of 18% since 1978-79. A total of 5,631 books were circulated to non-University borrowers in 1979-80. Reference librarians also receive requests for personal assistance from many non-registered users and answer telephone requests from the general public.

The present circulation system is manually operated, using a standard book card and date-due slip. Overdue notices require typing of each item. The past and potential increase in transactions and the disproportionate increase in overdue notices (72% increase from 1975-76 to 1979-80 compared with an 8.5% increase in circulation to students and others) make it seem desirable to consider some mechanized system for the future.

The current loan period is two weeks for students and non-University borrowers and semester loans for faculty, with unlimited renewals for all categories of users. The library provides traditional reserve reading services to students, with loan periods varying from two hours to three days. Unbound issues of journals are also circulated for in-library use from the circulation area. Transactions involving reserves and bound periodicals are increasing at a much higher rate than those for the regular collection (reserves: 39.3% increase in five years; periodicals: 56.7% increase in three years). About 89% of the respondents to the student self-study questionnaire found the two-week loan period adequate for their needs.

The statistics concerning exit count, types of transactions and number of photocopies would seem to indicate that class assignments and student preference have moved toward in-library use of books, reserve materials and periodical literature. One area of concern is improved access to recent issues of periodicals, which receive concentrated use.

Security continues to be a concern of the Library. During the summer of 1981, door security by part-time staff and student assistants was replaced with an electronic detection system. Theft and mutilation, however, continue to be persistent problems. With increased use of the building for library and non-library purposes, this problem can only increase.

A variety of reference services are provided by the Readers' Services staff and the Serials and Documents librarian. A total of 82.5 hours of desk reference is provided by the four librarians stationed in this area, with the assistance of four additional librarians on nights and weekends. During most of the daytime hours, at least two librarians are available for one-on-one and telephone reference inquiries. Professional librarians are also on duty most hours the library is open during academic sessions and all hours during holidays and inter-session periods. The faculty and student surveys both indicate considerable satisfaction with library staff availability and competence.

An active program of bibliographic instruction is carried out by the Readers' Services staff. In 1979-80, staff presented library and research orientation programs to 93 sections of English composition and 29 sessions to various other classes. Experimentation continues as staff seek to improve delivery of this vital service. For the 1980-81 academic year, fourteen "how-to" guides were prepared to acquaint students with specific reference tools. While the faculty was generally pleased with this service, a sizeable minority of students who responded to the questionnaire (24% for orientation and 35% for bibliographic instruction) indicated that the instruction presented by the library staff was not effective.

There is no systematic program for bibliographic instruction for graduate students. However, of the 28 faculty who expressed an opinion on whether "graduate students at UNCW demonstrate superior ability in the use of the library," 19 or 68% indicated that graduate students did not demonstrate this level of ability.

Two extensive bibliographies have been prepared recently: Reference Sources for Education, (revised in November, 1979) and Reference Sources About North Carolina (May, 1980). The Library also publishes a handbook, William Madison Randall Library: A Guide for Students, which is revised annually and distributed widely.

Interlibrary Loan is also a function of the Readers' Services Department. This service has seen steady growth in the past five years {28.1% increase in completed transactions for UNCW users; 329.8% increase in loans to

other institutions). In early 1980, the Library entered SOLINET/OCLC interlibrary loan subsystem for both borrowing and lending transactions. Use of this subsystem has greatly improved the quality of the ILL service to faculty and students. Increased access to materials should occur as more libraries participate in the system. As this service continues to grow, especially with the increase in graduate programs at UNCW, the increased time needed on the computer terminal will warrant placing a CRT terminal in the Readers' Services area. This terminal could also be used to search other data bases besides OCLC for the research needs of students and faculty.

An active film program has been initiated by the Departments of English and History, with films procured from the North Carolina State Library through the interlibrary loan service. During 1979-80, 100 films were borrowed for faculty and campus organizations.

A variety of circulation and acquisitions statistics are available through the Randall Library annual reports, with more detailed breakdowns available from the reports of each department. Circulation statistics give information concerning total transactions, types of borrowers, overdue and fine records, and exit counts. Acquisitions statistics measure productivity of the department and expenditures of funds by sources and discipline.

An active Faculty Library Committee, which is a committee of the Faculty Senate, functions in an advisory capacity to the Director of Library Services. This committee consists of eight faculty and two students, with the Director of Library Services and the three academic deans as ex-officio members. The charge of this committee is "to aid the Director of Library Services in the formulation of general library policy and in the general development of library resources; to advise the Director of Library Services in the allocation of library funds; to serve as liaison between the Library, faculty and students." The Committee meets periodically during the academic year and recommends policy on such matters as departmental expenditures for serial subscriptions and adjustments to the departmental allocation formula.

The Library administrative office publishes the Randall Library Memorandum, a newsletter to inform the University community of library services.

Suggestions have been made by two departments for cooperative arrangements with the religious and business communities as a way of supplementing library resources and preserving and acquiring historic or expensive documents. Little effort to date has been given to accomplishing this goal.

A related matter has to do with intra-university library services. The Institute of Marine Biomedical Research (IMBR) and the School of Education, both of which have a library or media equipment center, expressed an interest in developing ways to cross-reference materials and to avoid duplication of resources when unnecessary. The Music Division of the Creative Arts Department would like to transfer the music library to Randall Library. Further cooperation between Randall Library, the IMBR library and the Education Curriculum Laboratory should be encouraged.

INSTITUTIONAL RELATIONSHIPS

In 1975 Randall Library became one of 99 charter members of SOLINET, the Southeastern Library Network. Through this affiliation the cataloging department joined the regional and national effort to improve bibliographic services through automation. SOLINET is the regional network that interfaces with OCLC, Inc., an Ohio-based operation that operates an internationally accessible data base of bibliographical records. This data base also shows--through the use of location symbols--which institutions have used each record. An integral part of the agreement between the Randall Library and OCLC, Inc., is that, in exchange for access to the data base and use of the records to produce catalog cards, the catalogers add to the data base all original cataloging records compiled locally. Randall Library catalogers fulfill this obligation and, while maintaining the highest standards possible, maintain an error rate far below either the national (OCLC, Inc.) or regional (SOLINET) averages.

After the cataloging subsystem, the second OCLC, Inc., subsystem to become operational was the Interlibrary Loan subsystem. Randall Library began using the ILL subsystem early in 1980, when a printer was attached to the computer terminals. Before that time, the data was used only for ILL verification purposes. Through the on-line system, ILL transactions are automated, allowing for faster service on items requested or borrowed.

Randall Library is committed to the networking system. It is expected, therefore, that the automated acquisitions and serial check-in subsystems will also be integrated into the existing procedures when they become available to members.

The Readers' Services Department continues to offer interlibrary loan as a service to faculty and graduate students of the University, following the practices and procedures outlined by the ILL Code of the American Library Association. Within the ILL framework, there is an agreement among the constituent institutions of the University of North Carolina to provide each other with low-cost copies of materials that need to be photocopied. Upon faculty approval, borrowing privileges are available to undergraduate students. This final agreement is shared among libraries within North Carolina.

The Readers' Services Department has an INWATS telephone service to the North Carolina State Library, through which reference questions may be referred. This line is available 24 hours a day. It has seldom been used by the Readers' Services staff: an indication that Randall Library is indeed fulfilling its responsibilities to provide its own reference service.

There is a third cooperative agreement between Randall Library and the State Library. The Visual Arts and Artists of North Carolina Collection is housed in the Special Collections area of the Randall Library. The State Library regularly refers reference questions pertaining to this field to the Readers' Services Department. When questions are answered, a copy of the correspondence is sent to the State Library.

The Circulation Department participates in the Cooperative Library Privilege Card arrangement in use among the constituent institutions of the University of North Carolina. Under this agreement, each institution will lend materials to the holder of a borrower's card. The card holder must be a faculty member or graduate student and the card must be issued by the home institution. The Randall Library administrative office issues these cards to UNCW faculty members and graduate students upon request.

With the exception of interlibrary loan, the cooperative agreements listed above are not used to supplement the library's resources. Materials borrowed through the Interlibrary Loan Office are generally rare or highly specific to a single user so that their inclusion in the collection would not be warranted. The automation plans that will come about through membership in OCLC, Inc., are not expected to result in any shared acquisitions arrangement in the near future.

PROJECTIONS

The primary component in the Library's planning for the 1980-1985 period is the projected addition to the building, which has been designated as the University's priority capital project. This addition will at least double the size of the existing facility by providing approximately 47,000 square feet of usable space for readers, materials and staff. The project will also provide new carpet for the first floor of the existing facility and carpet for the second floor. It will also allow for renovations in the technical services area of the existing facility. Plans call for the provision of individual study carrels and additional group study rooms. This planned addition will provide adequate space for expanding services and resources through 1995.

The Library's collection of informational resources in all formats will continue to grow at a rate commensurate with projected annual increases in the materials budget. It is projected that at the end of FY 1984-1985 physical volumes will number between 260,000 and 270,000, and serial subscriptions will number approximately 3,500. The Library's major emphasis will continue to be the development of a strong collection of materials to support not only the program of studies offered by the University but also the growing research requirements of the faculty. Projected annual increases in the materials budget should make possible the necessary growth rate.

Current staffing plans for the 1980-1985 period include two additional support-staff positions, both to be added during 1981 or 1982. These positions include: (1) a Library Assistant in the Cataloging Department responsible for catalog maintenance and (2) a Library Clerk III, Acquisitions Department, responsible for pre-order bibliographic searching routines. Also, the present part-time support-staff position working with interlibrary loan will be made full-time within two years.

Plans also call for the addition of three new professional positions during the 1980-1984 period. During 1982, a documents librarian will be added, allowing a separation of the present Serials and Documents Department into two distinct units. An additional reference librarian in the Readers' Services Department will be added in 1983 or 1984; and, in 1984, the third professional position will be

added in the Cataloging Department for serials and audio-visual cataloging. These positions will allow the Library a total of 12 professional positions, entirely adequate for the Library organization at mid-decade.

The library's present service program will continue to be developed and enhanced in direct response to the growing needs of an enlarging user population.

For example, plans are underway to modify the current circulation system by using the Gaylord Charging System.

The Readers' Services Department is currently planning to install a KSR terminal early in FY 1981-1982 for providing access to remote data bases (e.g., Lockheed DIALOG) in support of faculty and student research needs. Continued emphasis will be placed on the already strong and heavily used program of bibliographic instruction provided by the staff of the Readers' Services Department. Interlibrary loan procedures will continue to center upon the use of the OCLC/SOLINET system.

The technical services departments, Acquisitions and Cataloging, will expand their use of the OCLC/SOLINET system. A strong emphasis will be placed upon the retrospective conversion project now underway in the Cataloging Department; and current plans anticipate the installation of an online cataloging system during 1988 or 1989. As in all academic libraries at this time, short-term plans call for coping with the unknowns of the new Anglo-American Cataloguing Rules II. Certainly, because of the increasing dependence upon the various OCLC/SOLINET system, a third terminal will be added to the existing two no later than FY 1982-1983.

RECOMMENDATIONS

The following recommendations are made concerning the Library:

1. Construction of the proposed addition to Randall Library should be maintained as the top priority in the UNCW building program.
2. Use of the building for non-library purposes (such as classes and administrative offices) should be eliminated.
3. Effort should be made to increase the number of professional staff positions to the optimum level suggested by ALA/ACRL Standards (1975).
4. Faculty status for professional librarians should be clarified. All professional librarians should have the opportunity for promotion and for earning tenure. Explicit criteria for evaluating the contributions of each librarian in terms of the Library's stated goals and objectives should be established. In addition, a career ladder for professional librarians should be established and codified in the Faculty Handbook.
5. The issue of establishing a campus-wide media center should again be examined; and, if it is desired to locate such a center in the Library, the issue should be resolved before plans for the proposed Library addition are completed.

STANDARD VII
STUDENT DEVELOPMENT SERVICES

INTRODUCTION

The Student Affairs division is responsible for a full program of services and activities which provide students an opportunity to develop their cultural, social and creative skills. The division coordinates and supervises student development programs and services related to commuting students, campus life activities, residence life programming, Student Government Association activities, the student judicial system, student financial assistance programs, personal counseling needs, career and life planning counseling, placement services, student health services, student publications and media, and the comprehensive program of entertainment provided through the Student Union and its working committees.

Services provided by the division are generally perceived as adequate. Rapid enrollment increases, however, have put pressures on both staff and services. Medical facilities and services in particular are not currently adequate. With the completion of the new Student Center in 1982, most of these problems should be eliminated.

ADMINISTRATION

Student development services are administered and coordinated by the Vice Chancellor for Student Affairs, who is directly responsible to the Chancellor. The Vice Chancellor is assisted by the Dean of Students, the Director of Student Union and Student Activities, the Director of Financial Aid, the Director of Counseling and Testing, the Director of Career Planning and Placement and the Coordinator of Veterans Affairs (see Chart 4).

Other administrators include a Program Coordinator who assists the Director of Student Union/Activities, an Assistant Director and Accounting Technician in Financial Affairs, and a Psychological Counselor who assists the Director of Counseling and Testing. Three professors from the Department of Psychology serve the Office of Counseling and Testing on a part-time basis. Each director has a secretary or a clerk/stenographer. Some directors have student assistants.

Working closely with the Vice Chancellor for Student Affairs, but not directly responsible to him, are the Registrar, the Director of Housing and Food Services, the Director of Athletics and the staff of the Wilmington Health Associates.

An analysis of staff qualifications is included in Appendix AB.

The Student Health Service is provided by contractual agreement with the Wilmington Health Associates, P.A., which provides the services of seven medical doctors, who are available at all times for consultation with the staff nurses and to see students who need their services. The nursing staff consists of a Physician's Associate and a Family Nurse Practitioner. Both services and staff are judged adequate at present.

The management of student housing has been improved since the hiring of professional directors. The system of student discipline works without major problems.

A Registration Advisory Committee comprised of seven faculty and three administrators has been evaluating the registrative process since December of 1980. The committee was appointed by the Vice Chancellor for Academic Affairs to

analyze current procedures and to explore alternatives, and as a result several procedural changes have been made.

Only one full-time member of the division of Student Affairs has faculty status at present. The Director of the Office of Counseling and Testing has rank as a Professor in the Department of Psychology. The Professional Counselor has temporary status as a Lecturer in the Department of Psychology.

For the 1981-82 academic year the administrative structure within the Dean of Students' Office will be changed. Instead of two Deans of Students, there will be a Dean of Students and an Associate Dean of Students. The Associate Dean will have the responsibility for the preparation of the student handbook, international student advising and special programs dealing with alcohol awareness and the non-traditional student. Duties shared with the Dean will include personal counseling, discipline and new-student orientation. Additional staff for the division of Student Affairs which have been requested by the Vice Chancellor for Student Affairs are an Assistant Director of the Office of Career Planning and Placement and an additional professional person in the Office of Student Financial Aid, plus clerical support. Long range plans also include a counselor with a study skills specialty to be added to the Office of Counseling and Testing and for additional clerical support.

COUNSELING, ORIENTATION AND PLACEMENT

COUNSELING

Counseling is coordinated by the heads of departments or units and is related to the comprehensive, formal counseling services provided by the Counseling and Testing Center through consultation and referral. Disciplinary functions, centered in the offices of the Vice Chancellor for Student Affairs and the Dean of Students, are separate from those of formal counseling.

The services of the Counseling and Testing Center include counseling, testing, reading-study skills, group training, information, consultation and referral. Testing includes standardized testing programs such as SAT, GRE, NTE, AHPT and MAT. The reading-study-skills service is a recent but popular addition, though limited by lack of funding.

Staff providing these services presently consists of a director-licensed psychologist, a counselor-reading-study-skills specialist, and three part-time affiliates, two of whom are licensed clinical psychologists. In addition, a psychiatrist is available for consultation or referral when, for example, evaluation for medication is sought. The University pays for the evaluation session.

The three part-time affiliates are members of the Psychology Department. Each receives a reduction in teaching load in order to devote an equivalent amount of time to counseling. Like other counseling staff they counsel students having personal and emotional as well as educational and vocational concerns. Although this arrangement is in its first year, it has worked well. It not only assists the Counseling and Testing Center in meeting the counseling needs of students, but it also helps the participating psychologists maintain their professional counseling skills. This affiliation should continue.

Staff hold regular meetings to discuss issues and work. They also attend professional workshops and conventions to update knowledge and skills. For example, individual staff members recently attended reality therapy, rational-emotive therapy, and counseling and testing workshops as well as conventions of the Southeastern and American Psychological Associations.

Students responding to the self-study questionnaire were satisfied with the services provided by the Counseling and Testing Office at UNCW (198 agree, 39 disagree and 144 had no opinion). Faculty response was as follows:

1. I refer students to the Counseling and Testing Office (Question 165: 152 agrees, 38 disagree).
2. The Counseling and Testing Office offers students adequate counseling regarding choice of majors and careers (Question 170: 55 agree, 23 disagree and 109 don't know).
3. The Counseling and Testing Office offers students adequate counseling regarding academic problems (Question 171: 70 agree, 18 disagree, 102 don't know).
4. The Counseling and Testing Office offers adequate counseling for students with personal or emotional problems (Question 172: 70 agree, 16 disagree, and 104 don't know).
5. I need to know more about the service of the Counseling and Testing Office (Question 173: 143 agree and 47 disagree).
6. The University has made adequate provision for helping students with serious emotional problems (28 agree, 33 disagree, and 129 don't know).

Although most students expressing an opinion about the Counseling and Testing Office are satisfied with the services it offers, a very large number of faculty lack knowledge about the adequacy or nature of the services offered. Despite efforts to inform them by information in the University Catalogue, brochures, newspaper articles, announcements and presentations, it is clear that improved communication is needed. A sharp increase in referrals has come from the General College advisory staff, who received orientation in available counseling services.

Beginning with the 1979-80 academic year, the General College Advising Center has played an active role in the academic advising of freshmen and sophomore students at the University. The Center has offices in the Library. The advising staff consists of some forty faculty members from various academic backgrounds, who are assisted by a director and a secretary. Currently, each advisor spends a minimum of three hours per week in the Center. This means that those students in the General College have easy access to an advisor for about forty hours each week.

Prior to the orientation periods, freshmen are assigned to a faculty advisor whose academic specialty, in many instances, corresponds to the student's proposed major. For at least two semesters, the freshman remains in the General College and works with one of the advisors who staff the Advising Center.

Advisors also find themselves called upon to assist students with academic and personal problems, and they are frequently asked to help students in selecting a major and a vocation. Each advisor is made aware of the agencies on campus that can professionally assist their decisions.

Many students declare a major at the end of the second or third semester. They are then transferred from the General College and assigned new advisors in their academic departments.

Although the General College advising program is still relatively new, it is felt that students greatly benefit from this program for several reasons. First, all advisors in the program are volunteers. Although they receive a small honorarium, most advisors are active in the program because they enjoy the contact with students and the advisory role. Second, all advisors attend training sessions both before and after they begin their duties. Third, the existence of the Center means that students know where to go when a need arises.

The majority of students (214 to 56; 107-no opinion) believe that services provided by the General College Advising Center are adequate for entering students and for those students who have not declared majors. The rather large number who held no opinion can be attributed in part to the fact that the Center is only two years old. A larger majority (273 to 82) have found their departmental advisors to have been helpful and knowledgeable. One problem faculty have experienced with departmental advising is that notices of appointments are mailed to the students' permanent, rather than their local, addresses, often resulting in missed appointments.

ORIENTATION

The orientation program is directed by the Vice Chancellor for Student Affairs. Its primary objectives are to introduce new students to college life and the University campus and to preregister students for their first semester. All staff of the Student Affairs division participate in planning and implementing the program. This leaves offices closed or with very limited services to regular students and to the prospective new students during orientation sessions.

Students are invited to visit the campus in groups of 250-300 for two days. While on campus they are familiarized with services, programs, policies, personnel and buildings. They also meet with their advisors and preregister for classes.

Responses to the questionnaire indicate student satisfaction with the orientation program with 239 agreeing, 66 disagreeing and 74 having no opinion. These results are in agreement with a questionnaire students completed following the 1979 orientation program. Although all students were given the opportunity to complete the questionnaire, which asked them to check "like" or "dislike" for each phase of the orientation program, only 190 did so. The average number liking the program was 156 and disliking, 34.

Attempts have been made over the past few years to make the orientation program more relevant and interesting to students. These have ranged from new slide and sound presentations to intimate small groups and shortened sessions. One current change is the earlier and more intensive involvement of the Academic Affairs division in the planning and implementation of orientation.

PLACEMENT

Established formally under Title III funding in the fall of 1976, the Career Planning and Placement Office's mission is to serve the career-information and job-placement needs of graduate and undergraduate students, including job-search skills and job referral. In addition, the office administers and develops the Cooperative Education, campus recruiting and credentials service programs; publicizes local, state and federal career announcements and internships; and coordinates the referral, application or nominating procedure for such programs. Career development and job referral assistance is also provided to alumni and, on occasion, to area residents.

The office is staffed by a director, a secretary-receptionist and CETA workers. Because the latter require close supervision they often take more assistance than they provide. Given the number of programs the Career Planning and Placement Office attempts to provide and the increasing demand for services, there is clearly a need for additional clerical and professional staff.

The majority of students (189 to 41; 150-no opinion) are satisfied with the services provided by the Office of Career Planning and Placement. Faculty responses are as follows:

1. I refer students to the Career Planning and Placement Office for job or career-related services (Question 164: 147 agree, 31 disagree).
2. The Career Planning and Placement Office offers students adequate counseling regarding job opportunities and selection of careers (85 agree, 17 disagree, 87 don't know and 17 no opinion).
3. I need to know more about the services of the Career Planning and Placement Service (Question 169: 139 agree, 53 disagree).

Despite efforts to announce the programs through newspapers, bulletin boards, memoranda, workshops and telephone, improved efforts to communicate with faculty are needed. Extensive efforts are made to get employees and students together as, for example, in the annual career day. All departments and offices on campus receive regular notices of visitations by employers. A brochure describing these and other services of the Office might be useful.

Because the Career Planning and Placement Office is relatively new, its activities have been initiated and conducted with full awareness of changing career patterns and current student needs. With the exception of improved communication with faculty, no modification of activities is suggested.

EXTRACLASS ACTIVITIES

More than fifty social, academic and service organizations serve the varied needs and interests of the student body. National sororities and fraternities are established to recognize students for their leadership and service activities. Several academic departments have locally and nationally organized groups to stimulate interest in specific areas and to develop professional attitudes. Campus activities are listed in Appendix AC.

Extraclass activities are the responsibility of the Director of Student Union Activities and the Program Coordinator. Staff includes a secretary, a housekeeping assistant and two student assistants. The two professional staff members hold master's degrees in guidance and counseling and are balanced in age, sex, experience and areas of specialization.

Campus clubs and organizations ask individual faculty members to act as sponsors. Faculty are not assigned to student organizations as advisors or sponsors but are individually asked to do so by students. This system has been effective, and voluntary faculty participation has been both high and enthusiastic. Most faculty indicate (137 to 48) that they would be willing to serve as advisors to a student club or organization.

Student publications include the student newspaper (The Seahawk), the literary journal (Atlantis), the yearbook (The Fledgling) and Forum. Forum is an undergraduate publication of students' scientific pursuits in all the sciences with an emphasis on marine biology. The roles of these student publications are: (1) to provide students with experience in the production of news, literary and scientific publications, (2) to provide work experience in these areas and (3) to provide service to the campus. The administration exerts control over these publications by requiring advisors. It also has the power to dissolve any organization or publication for just cause.

The campus radio station (WLOZ), which had operated at 10 watts within a 10-mile radius, was closed by the Student Government Association during the spring semester of 1981, but plans to reopen the station when the new University Center opens in 1982, with a full-time station manager/engineer.

The majority of students believe the Seahawk (305 to 50) and WLOZ (238 to 53) provide effective means of communication and entertainment for the student body. Students suggest that the newspaper publish more stories concerning Student Government, the North Carolina Student Legislature, the Faculty Senate and activities of clubs. It was also suggested by students that the newspaper more regularly meet its deadline for publication. WLOZ needs to increase its wattage so that it can increase its listening range and its student involvement.

By on-going policy, the administration awards half-tuition scholarships to students for service. These scholarships are awarded by the Chancellor upon the recommendation of the Financial Aid Advisory Committee and the respective activities. During the 1980-81 academic year 57 scholarships were available, twenty for publications and media, thirty for the creative arts and seven for the student government leadership.

Organizations serving minority and non-traditional students will be provided programs and meeting rooms in the new Student Union to be opened in 1982. The faculty is divided about whether the needs of reentering (older) students are being met, with 31% agreeing, 25% disagreeing and 44% having no opinion. Nearly identical opinions are held regarding minority students (31% agree, 23% disagree and 47% have no opinion). Even fewer faculty (69%) were informed about the University's assistance to students for whom English is a second language. The greatest deficiency is in the area of English language instruction. UNCW has relatively few foreign students and no ESL courses, although many non-native speakers receive tutoring from English faculty in the Writing Center.

A large majority of the faculty (65% to 20%) does not believe sororities and fraternities are needed for a well-rounded college experience, and 64% believe that these organizations sometimes interfere with the education of students. Most faculty were uninformed about whether the administration exercises adequate control over fraternities and sororities.

Students must show considerable interest in bringing a new sorority or fraternity to campus before the administration will approve the request. New clubs must list their officers and submit a constitution before the Vice Chancellor for Student Affairs and the Student Government will grant a charter. The administration reserves the right to disband any sorority, fraternity or club whose actions are deemed in violation of the mission of the University.

Extracurricular activities offered through the Drama division are the Readers Theater and the University Theater. Both are student organizations funded by Student Government and open to all students. The Music division offers the Community Orchestra to students and to the Wilmington community. Additional activities are the Concert Choir, Chamber Singers, the Wind Ensemble and the Chamber Music Workshop. Participants must audition for membership. Most departments and schools have active organizations for their majors. Besides providing a social function for the students, these organizations also foster research and interest in their areas.

SECURITY

A Statement of University Policies, Procedures and Disciplinary Actions in Cases of Disruption of the Educational Process was adopted by the Board of Trustees in 1970. According to the Chief of Campus Security, no specific policies govern the activities of persons who visit the campus with or without invitation. However, the Chancellor has the power to ban a student or visitor from the campus. Such a person who attempts to come on campus can be arrested for trespassing.

UNCW has eleven full-time security officers, including the Chief of Campus Security. Two patrol cars, one four-wheel-drive vehicle and two scooters are at their disposal. The campus has a twenty-four-hour patrol. From 8 a.m. to 4 p.m. one person is patrolling in a police car. From 4 p.m. to midnight and from 2 a.m. until 8 a.m. two officers are patrolling.

At the dormitories two student security guards equipped with police radios are on duty from 8 p.m. to 2 a.m.

All events on campus are patrolled by security officers. Depending on the event and the number of people expected to attend, the Chief determines whether outside help will be needed. The Chief may contract with the Wilmington Police Department for additional officers when needed.

Buildings on campus are patrolled at night. Female staff and students can request to be accompanied by an officer from a University building to their cars or to the dormitories at night. Males may also have this service if a need exists.

Campus security offers a full-time crime-prevention program: 1. Operation ID: officers offer all dormitory residents the opportunity to engrave their possessions. The

resident and the Security Office each keeps a copy of the items engraved and the serial number. 2. Rape Seminar: a seminar was presented twice in January to educate women students as to how they can prevent rape and deal with a would-be rapist. 3. Crime Prevention Bulletin: A bulletin on how students can help prevent crimes was distributed to students in the fall. 4. Community Watch Program: the program is presently being designed and is expected to be put into operation in the fall. 5. Emergency Phone Number: on the window of each public phone booth on campus are instructions for reaching police help. The caller dials the operator, who informs the Wilmington Police Department of the emergency. The police dispatcher immediately contacts campus security. An officer can be expected to respond within three and a half minutes after the caller has dialed the operator.

Campus security directs all traffic during major University functions. Serious violations of campus policy are forwarded to the Dean of Students. Criminal violations are handled by the security officers.

STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNMENT

Students participate in several phases of institutional government and help determine institutional policy. Student representatives on standing committees, the Board of Trustees and the Student Senate all have voting rights.

Students are represented on the following standing committees: Academic Court (2), Athletic Committee (2), Buildings and Grounds Committee (2), Calendar Committee (2), Financial Aid Advisory Committee (1), Hearings Panel (5), Investigating Panel (5), Student Affairs Committee (5), and Teacher Education Council (1).

The student government (SGA) is organized into executive, judicial and legislative branches. The executive branch consists of a president, a vice-president, a treasurer and an attorney-general. The judicial branch is made up of a nine-member Student Supreme Court and a five-member University Court. The legislative branch is made up of a secretary and a president, a vice-president and two senators from each class. Also in the legislative branch are twelve representatives-at-large.

The SGA is directly responsible to the Chancellor and the Vice Chancellor for Academic Affairs. Their advisor is the Dean of Students.

The SGA is presently the only organization in any of the sixteen campuses of the UNC system which has complete authority over its budget. It also possesses the power of review because of the student representation in standing committees, Board of Trustees and Student Senate. The president of the SGA acts as liaison between the Board of Trustees and the Senate.

The student government is instrumental in sponsoring a wide variety of activities for students, faculty and administration, which are well received and supported by the student body.

STUDENT DISCIPLINE

Standards of behavior expected of UNCW students are published in the University Catalogue and in student handbooks distributed to all students. Students are also informed of these standards during freshmen orientation sessions.

All students pledge, by the act of signing their application for admission, to "live in harmony with the spirit of the University community and according to its regulations and (to) respect the rights of other individuals on campus." Specifically prohibited on campus are drugs, disorderly conduct, tampering with fire equipment and alarms, firearms and open flame devices, gambling and duplication of keys. Alcoholic beverages are permissible subject to limitations.

The University operates under an honor code to enforce the policy that "no form of dishonesty among its faculty or students will be tolerated"; plagiarism is especially mentioned as abhorrent. Judicial procedures are clearly spelled out for cases in which a student is accused of dishonesty by an instructor. Students are assured sufficient time to prepare a defense for a hearing in Academic Court, prosecuted by a Student Attorney General. Penalties are established for a finding of guilty, and full restitution is assured for a finding of innocent.

The University of North Carolina "honors the right of free discussion and expression, peaceful picketing and demonstrations, the right to petition and peaceably to assemble." But "willful disruption of the educational process, destruction of property, and interference with the rights of others of the community cannot be tolerated". "Disruptive conduct" is further defined by specification of types of acts which would be considered "disruptive" when "done for the purpose of obstructing or disrupting any normal operations or functions of the university or its component institutions." These include: a) occupying buildings; b) blocking access to buildings or facilities; c) burning or threatening property; d) possession or display of weapons or dangerous instruments; e) preventing the conduct of classes, meetings, or convocations; and f) blocking pedestrian or vehicular traffic.

Locus of authority resides with the Chancellor in all cases of "disruptive conduct"; he provides for the investigation of all occurrences and determines whether charges are to be made. Legal rights of accused persons are spelled out, along with the procedures for bringing charges, holding hearings and appealing findings. The Chancellor prescribes disciplinary actions if the accused is found guilty. Time limitations for all actions concerned with such charges are clearly delineated.

The Chancellor is also empowered to appoint an Emergency Consultative Panel of faculty and students "who shall be available to advise with the Chancellor in any emergency." Emergencies are defined as acts whose "aggravated character or probable repetition . . . necessitates immediate action to protect the University. . . ." The Chancellor is given the authority, with the concurrence of the Consultative Panel, to bar any suspected party from the University pending hearings. Persons found guilty of such charges may appeal in writing to the President of the University system, who must make disposition within 30 days.

Students or faculty accused of disorderly conduct are afforded due process as follows: they shall receive written notice by personal service or registered mail stating: (a) the specific violations with which the accused is charged; (b) the designated time and place of hearings (no earlier than seven and no later than ten days from the receipt of notice); and (c) the information that they are entitled to the presumption of innocence until found guilty, the right to retain counsel, the right to present the testimony of witnesses and other evidence, the right to cross-examine all witnesses against them, the right to examine all documents and demonstrative evidence adverse to them, and the right to a transcript of the proceedings of the hearing.

Additional policies and procedures concerning student conduct in residence halls are also published in student handbooks given to all dormitory residents. These policies include the University Search Policy, which stipulates that agents of the University may search on-campus housing space (a) when the Vice Chancellor for Student Affairs or the Dean of Students authorizes such search, and (b) when such entry is necessary to the enforcement of University regulations. Occupants should be present, if possible, during such search. Residence halls are locked during the night, and no residents can be admitted between the hours of 3 a.m. and 6 a.m. Visitors are not permitted to enter after midnight. Students are responsible for keeping their rooms clean and in good condition. No pets are allowed in the residence halls, and limitations are set on the kinds of electrical appliances which may be used. Students are urged to keep their rooms locked, and the University is not responsible for theft or damage to personal property.

During the past year policy concerning cases of disruptive behavior in classrooms has been more clearly written and publicized. The Office of Student Affairs is currently in the process of developing a more explicit code covering the use of alcoholic beverages on University premises and at University functions.

The following procedures have become established for violations of behavioral standards or expectations which are considered "serious": The matter is first referred to the Dean of Students by the faculty member, University officer or employee who discovers the problem. The Dean of Students schedules and conducts a hearing on the incident at which the defendant, witnesses and accusers are present. The defendant is informed of his or her rights, and due process is observed. Speedy disposition of cases is always the goal of the Office of Student Affairs, and the accused person is always informed, at termination of a hearing, when a decision on the case will be rendered. The student then has the right of appeal of the case, first to the Vice Chancellor for Student Affairs, and finally to a faculty hearing panel selected by the Chancellor. The Chancellor makes a final decision based on the report of this panel.

In practice, the majority of violations of University standards and expectations occur in residence halls. During the past year, 92 infractions were reported, 14 of which were serious enough to come to the attention of the Dean of Students. Of these 14, 12 occurred in residence halls.

STUDENT RECORDS

As applications for admission are received in the Admissions Office, personal and demographic information about applicants is coded to establish an admissions file. This information is used to predict future enrollment trends and to monitor the application flow of new freshmen, transfer, reenrolling and unclassified students.

The applicant must submit an official transcript of high school or college work and satisfactory scores on the Scholastic Aptitude Test. As soon as the application has been reviewed and the status of the applicant determined, information is coded to create a master file. In the past, discrepancies between the admissions file and the master file presented problems that delayed the generation of official enrollment data for the semester. Plans have been made to omit the admissions file and to code all applicants for admissions on the master file. The Office of Institutional Research will continue to monitor the accuracy of this information.

All information requested is used to determine the admissibility of the applicant and to establish a data base for analytical studies of the freshman class and the student body.

Placement tests in mathematics, modern language and music are used to determine the appropriate level of instruction for the student. These tests are for placement only, and no course credit is awarded. Course-equivalent credit is awarded to those students who achieve acceptable scores on Advanced Placement and CLEP general and subject examinations. Of the other standardized tests administered on campus, only the MAT and GRE scores are recorded in the Registrar's Office.

Before the freshman is preregistered for classes, a copy of the high school transcript, test scores and other relevant information are sent to the General College Advising Center. Evaluations of credit are sent to transfer students and their advisers prior to the semester of attendance.

Responsibilities assigned to the Registrar include organizing registration activities; issuing student transcripts; organizing, collecting and distributing student

grades; preparing enrollment reports; informing students of academic deficiencies; and determining eligibility for graduation.

After the registration period has closed and enrollment has stabilized, permanent records for all students are set up in active files which are stored in locked fire-resistant cabinets. All student folders are filed alphabetically in one central file. Records and class grade sheets are microfilmed after each semester. One copy of the film is stored in the Registrar's Office and the second film copy in a local bank vault.

Grade sheets showing the current academic status of each student are sent to faculty advisers at the end of each semester.

Copies of students' transcripts are available to them upon written request. The adviser or other University personnel deemed to have an educational interest in the student may request and receive information from a student record. Availability of information on the student is in strict compliance with the Buckley Amendment and the official guide published by the American Association of Registrars and Admissions Offices. The policy on release of directory information is published in the current Catalogue.

Procedures for preparation and maintenance of student records are currently acceptable. As the institution continues to grow, however, current practices will become less efficient. With additional computer capabilities, preparation and maintenance of permanent records will be improved. The Registration Advisory Committee recommended that the computing capacity be increased to provide for an on-line registration system.

STUDENT FINANCIAL AID

While the program of the Financial Aid Office provides for the recognition of talent and outstanding student achievement, its primary objective is to assist students with demonstrated need. Aid includes scholarships, grants, loans and work-study jobs.

The office currently serves 2,000 students (just under 50% of the student body), who received approximately \$2.5 million in aid during 1980-81. Limited counseling in personal finance, referral for related personal problems and assistance in the completion of Financial Aid forms are also offered.

All internal policy decisions are approved by the Vice Chancellor for Student Affairs. The Financial Aid Advisory Committee, composed of faculty and student representatives, advises the Director of Financial Aid and makes recommendations regarding non-service scholarships.

The number of students receiving aid has doubled during the last five years, and the funds received have more than tripled during the same period. The Financial Aid Office and the Office of Development work together in seeking gifts and endowments for worthy student recipients.

Criteria for awarding financial aid differ for each program. An explanation of criteria for award is available from the Student Financial Aid Office. Financial aid programs available at UNCW are listed in Appendix AD.

AID FOR ATHLETICS

The program of financial aid for athletes does not differ administratively from other forms of financial assistance to students. Sources of funds are state government, private sources and a tuition-waiver program provided by the University. Student athletes are assisted in planning the most effective use of their financial aid resources. This assistance is offered by the Student Financial Aid Office and the respective coaches. Aid provided to student athletes is listed in Table 32.

SPORT AND PARTICIPANTS		ANNUAL AWARD
Baseball	(16)	\$20,152.00
Basketball	(11)	26,047.50
Golf	(4)	5,835.00
Soccer	(8)	9,066.00
Softball	(4)	6,144.00
Swimming	(14)	13,472.00
Tennis	(9)	8,861.00
Volleyball	(6)	8,133.00

TABLE 32

Financial Aid to Student Athletes (1979-80)

The present Financial Aid staff consists of the Director and Assistant Director, a clerk, an accounting technician and four student assistants.

In order to carry out the functions of the Student Financial Aid Office, several additions and changes are needed. Office staff has had to work overtime both on weekends and holidays to keep up with the paperwork. The demand for counseling assistance continues to mount, and additional trained staff are needed. A third need is for a computerized records system which would tie in with records from the Registrar and the Accounting Office.

The Student Financial Aid Office has moved three times during the last four years. Three years ago, only two staff members were employed. Today, the staff consists of four full-time and four part-time employees. This organization has already outgrown its current office and is in need of larger facilities.

STUDENT HOUSING

On-campus housing accommodations include four modern, air conditioned residence halls. Three halls are designed to accommodate 200 students each in suite-style living arrangements. The fourth residence hall is a six-story, 400-student high-rise arranged in the conventional dormitory style. All residence halls have been constructed since 1970, and facilities are considered in excellent condition.

Direct supervision is maintained by the Assistant Dean for Residence Life, who lives in Galloway Hall and reports to the Dean of Students for student problems and for programming. The Assistant Dean also reports to the Director of Housing in regard to food services and the fiscal operation of the residence halls. Each residence hall is staffed by a resident director and a staff of resident assistants, each of whom is assigned to a floor. The resident assistants report to their resident director, who in turn reports to the Assistant Dean for Residence Life.

Staff are trained to operate all dormitory fire equipment. The residence halls are equipped with fire hoses, fire alarms, smoke detectors and sprinkler systems in the trash chutes.

Halls are secured at midnight Sunday through Thursday and 2 a.m. Friday and Saturday. Galloway Hall is staffed with a student security guard who patrols the building between midnight and 4 a.m. In addition, resident staff on each floor provide additional safety and control.

Presently, all residence hall spaces are filled. In 1980, over 800 students were placed on a waiting list for accommodations. Construction is presently under way for 400 additional on-campus apartment housing spaces, which will be ready for occupancy this year. Authorization for an additional 200 residence spaces has been requested from the State Legislature for 1983. It is anticipated that a total of 2,000 residence spaces will be required to support projected enrollments by 1990.

The residence hall counseling program is indirectly related to the overall counseling program of the institution in that it trains student counselors (RA's and residence directors) to serve as resource persons or referral agents.

They are well schooled in the counseling resources of the institution, which include the Counseling and Testing Center, Writing Center, Freshman Advising Center and Math Tutoring Center. Residence hall staff are discouraged from assuming a counselor's role when professional advice is needed. They are trained to listen carefully and refer to an appropriate office or authority.

During the summer months the residence halls house students attending summer school. The halls also maintain educational groups, such as Elderhostel, and soccer, basketball and cheerleader camps.

The residence halls conduct seminars and workshops in their main lobby areas as well as on individual floors. Such sessions are given by faculty and staff on topics ranging from safety to current events. Social aspects of residence life include "dorm days" in the fall and spring which involve interested students in a series of contests and cookouts. Other special activities include dances open to residents as well as small parties held on individual floors. Educational aspects of dorm life are handled by the Student Affairs office.

Due to federal guidelines, the Housing Office does not handle off-campus housing; however, it does make available a list of apartments in the Wilmington area supplied by the Chamber of Commerce.

HEALTH SERVICES

The student's health form is first processed through the Chairman of the Physical Education Department. It is the Chairman's responsibility to note any medical conditions that might limit a student's physical activities. These records are then forwarded to the Health Service Center to be included in the student's health folder, which is kept up-to-date by the nurse practitioner and the physician's assistant. The only other persons who have access to this folder are the physicians of the Wilmington Health Associates and the Health Center clerk.

While there is no formal association between the Student Health Program and the Counseling and Testing Office, referrals are made when appropriate. Referrals are also made to county health agencies.

New services offered through the Student Health Center include women's services, routine pelvic exams, Pap smears, birth control information and education, laboratory procedures, urine sediments, pregnancy tests, mono tests, wet preps, physicals for sports and student teaching on request, and development of a student health fair. During the orientation program for new students, staff explain the service, hours and special programs of the Center.

Services beyond routine medical attention include educational programs dealing with female assault and rape, venereal disease, drug and alcohol abuse, pregnancy and health-maintenance. The staff works closely with the Student Affairs staff and the Housing staff in particular.

The Health Service Center is rapidly becoming overcrowded and inadequate. The current center located adjacent to the lobby area of Dorm '79 consists of a combination reception, records and waiting area, two examination stations and a small laboratory, bath and office area. With the completion of the new University Center in 1982, however, will come a new and expanded Health Service Center. The new center will include three private rooms, an expanded full-service laboratory, bath, physician's office, private records office and an expanded waiting area with a reception station designed for privacy.

Every effort is made to insure the environmental health and program safety for the students. UNCW conforms to all OSHA rules.

While the responses indicate that 25% of the faculty agree that the Student Health Services provides adequate medical care for students, 61% say they don't know, indicating unfamiliarity with the health program. As for the need for an on-campus infirmary with 24-hour service, 64% of faculty members agree. A similar number agree that they need to know more about the services offered students by WHA. When asked if the University has made adequate provision for helping students with serious emotional problems, two-thirds say they don't know, indicating general unfamiliarity with the services provided by the University Counseling. While more faculty disagree than agree (22% to 12%) that the University's involvement with sex education is adequate, an even larger number (61%) say they do not know.

ATHLETICS

The organization and administration of intercollegiate athletics (see Chart 6) is under the direction of William Brooks, who holds an A.B. degree in physical education and social studies and an M.A. in Education Administration. He has been Athletic Director at UNCW for twenty-five years and has coached both basketball and baseball here.

The Intramural Director is currently in her third year. She holds a B.S. in physical education and an Ed.D. with an emphasis in physical education; she also coaches the women's golf team. The Sports Information Director is in his fourth year and holds an A.B. in English and an M.A. in athletic administration. The Administrative Manager is in his fourth year at this position and holds a B.A. in business administration.

The coaches in the Department of Athletics are for the most part also faculty members in the Department of HPER. The exceptions are the cross-country coach, who is an instructor in the English Department, and the women's tennis coach, who is employed part-time. Nine men and five women are coaches. The cross-country and swimming coaches coach both men and women. There are seven male sports and seven female sports.

Women's sport programs have seen a rapid and steady growth over the past six years, not only in the number of sports but in funding as well. Scholarships are now given to women athletes in a ratio proportionate to the number of participants, in agreement with Title IX regulations.

The intramural program is funded through intramural fees, which all students are required to pay, and had a budget of \$18,239 in 1980-81. The intercollegiate athletic program had a budget of \$287,779. Sources of funding are student fees, the Booster Club, revenue sports and concessions. With changing inflation rates, it is difficult to determine if these sources will be adequate to meet future needs.

Funds for intercollegiate athletic programs are handled by the Athletics Director who works closely with the Director of Financial Services and the Director of Accounting to maintain control of budgeted accounts. The department is audited annually.

Decisions for the Department of Athletics are made by the Director of Athletics, pending approval of the Chancellor. The Athletic Committee functions as an advisory committee to the Chancellor in matters of policy and procedure for the control of intercollegiate athletics. The committee is comprised of five faculty members, two student members and two ex-officio members. They are appointed by the Chancellor for one-year terms.

UNCW was under consideration for membership in a new intercollegiate athletic conference but has recently been rejected. There are presently no plans for joining another conference.

Student athletes come under the same academic policies as all other students attending the University.

On the questionnaire, the majority of students (56% to 28%) agreed that the "scope and level of the Intercollegiate Athletic Program are appropriate for the size and resources of the University." Over 86% believe that UNCW "provides adequate recreational facilities (pool, tennis courts, etc.) for student use." A majority of students is satisfied with the intramural program, although one-third of those surveyed held no opinion.

PROJECTIONS

Projecting the growth of the student body over the next decade presents a challenging task, since enrollment will be affected by unpredictable factors, especially the state of the economy. Provided a stable economy, however, UNCW should continue to grow, both because the region's economy is likely to expand and because the percentage of high school graduates from this region who attend college, now well below the national average, is likely to increase. The growth of the student body from 1980 to 1990 will probably be gradual, in part because of constraints placed on the institution by the General Administration of the University system, and in part because of the institution's desire for orderly growth. According to the Office of Institutional Research, the student body is projected to reach 5000 full-time-equivalent students by 1985 and by 1990 will grow to between 6,750 and 7000 students. To meet the demands for services such an increased student body will generate, additional professional and clerical staff will be needed for student development services, especially in the areas of counseling and financial aid.

Completion in 1982 of a new Student Center, now under construction, should provide adequate space for student services, University clubs, yearbook and newspaper staffs, and other student organizations for the next decade. The expected growth of the student body, however, will require continued construction of student housing. This is especially true if commuting costs continue to increase and private housing units remain scarce. An enlarged student population will also require improved medical facilities and services on campus.

RECOMMENDATIONS

The following recommendations are made concerning student development services:

1. The Counseling and Testing Office and the Office of Career Planning and Placement should seek additional ways to inform the campus community of their services.
2. Final SGA budget decisions should be made by a Fee Board consisting of five members (three students from SGA, and one non-voting representative each from the Business School and staff) who will then report the budget to the Student Senate.
3. The University should institute an on-line computer registration system.
4. Full publication of standards and expectations of student behavior and of all policies and procedures covering violations should be published in student handbooks, updated and distributed annually to all students, faculty and staff, as well as in the University Catalogue.
5. The Office of Student Affairs should more clearly delineate types of violations of standards and expectations of behavior which merit disciplinary probation, recorded probation, suspension and expulsion from the University.
6. The Student Financial Aid Office should be provided with a computerized records system which would tie in with the Registrar's records and those records belonging to the Accounting Office.
7. The University should continue to build housing to accommodate at least one-fourth of our enrolled students.

STANDARD VIII
PHYSICAL RESOURCES

INTRODUCTION

In June 1961, the University, then designated Wilmington College, moved from a borrowed public school building into three new buildings on its present site. Development of the campus since that time has been rapid, but at the same time it has been well planned and orderly.

Today more than 30 buildings with a total square footage exceeding 800,000 are spread across 700 acres of University property. In-progress construction projects will bring the total square footage to over one million. The current level of campus development is listed in Appendix AE.

Due to the newness of the campus and to an effective maintenance program, campus facilities are generally in excellent condition. This same conclusion was reached in a 1979 facilities survey conducted by the architectural firm of Haskins and Rice and the engineering firm of Thomas and Olive. Rapid growth, however, has caused some overcrowding and space shortages, which future construction, if funded, will eliminate.

According to the self-study questionnaire, faculty are generally satisfied with campus physical resources. A majority of faculty expressing an opinion find an adequacy in instructional resources (129 to 81), classrooms (130 to 79), faculty office space (146 to 63), instructional supplies (146 to 63), equipment which supports teaching (109 to 98) and policies and procedures for purchasing instructional equipment and supplies (117 to 73). They find an inadequacy, however, in laboratories (66 to 63), space for small and large-group activities (122 to 81), research facilities (99 to 71) and research equipment (91 to 58). In general, faculty find the campus to be clean, well maintained and conducive in atmosphere to learning.

CAMPUS BUILDINGS

EDWIN A. ALDERMAN ADMINISTRATION BUILDING (1961)

Estimated replacement cost of building and contents:

\$1,488,000

Building Area: 26,120 square feet

As the result of extensive renovation in 1978, the Alderman Administration Building now houses administration exclusively. The institution's growth, however, continues to place a strain on space requirements. Offices in need of additional space are those of Personnel, the Dean of the College of Arts and Sciences, the Vice Chancellor for Business Affairs, Purchasing, Financial Services, Financial Aid, the Registrar, Admissions, Career Planning and Placement, and the Dean of Student Affairs. Completion of the new University Center Building will provide additional space for administrative functions.

Physically, the building is in good condition with the exception that the heating and cooling fan coil units on the first floor are no longer responsive to close thermostatic control and should be replaced.

HOGGARD HALL (1961)

Estimated replacement cost of building and contents:

\$1,857,500

Building Usage:

Biology	4405 square feet
Sociology/Anthropology	7030
Political Science	1344
General Classroom	7346
Nursing	3098
Computing Center	4724
Special Programs	2668
Total	30,615 square feet

Recommendations made during the last self-study have been met. Relocation of several departments elsewhere have allowed for the expansion of the Computing Center and the consolidation of departments that were split between Hoggard and other buildings.

The heating and cooling system for Hoggard was replaced in 1975. With the conversion of laboratory space to general classroom space the mechanical needs of the building were generally satisfied. Presently, there is a need to replace portions of the heating and cooling system so that temperatures more closely follow thermostat settings. Some slate roof repair needs to be completed. Both of these projects have been specifically included in Capital Improvement Requests.

The departments and offices presently located in Hoggard Hall are in need of additional classroom storage and office space. Completion of the new Social and Behavioral Science Building will help alleviate these space problems.

Because of its heavy dependence upon the Computing Center, the Office of Institutional Research (OIR) should be housed in Hoggard Hall, which currently houses the computing facilities.

Offices for the staff of Special Programs should be located in one area. Space for additional storage of files and equipment, a room for permanent assignment and an area for informal meetings for special groups should be provided for Special Programs.

HINTON JAMES STUDENT SERVICES BUILDING (1961)

Estimated replacement cost of building and contents:
\$770,150

Building Usage:

Student Government/Activities	10,054 square feet
Counselling and Testing	1,637
Goodwood Tavern	1,185
Total	12,876 square feet

Some roof and flashing work needs to be performed, and a major renovation to the building should be completed after the present occupants move out. Both of these projects have been included in the 1981-83 Capital Improvement Requests. Construction is underway on a new 51,000 square-foot Student Center scheduled to be completed in 1982.

KENAN HALL (1965)

Estimated replacement cost of building and contents:

\$1,518,000

Building Usage:

Creative Arts 18,269 square feet

Philosophy and Religion 9,134

Total 27,403 square feet

Kenan Hall presently contains all but the Drama division of the Department of Creative Arts and the Department of Philosophy and Religion. Current needs of the Creative Arts program far outstrip the capacity of the building. Upon completion of the new Social and Behavioral Science Building, the Department of Philosophy and Religion is to be relocated. This move will ease the space shortage of the Department of Creative Arts.

A previous plan was an addition to Kenan Hall that would approximately double its capacity. However, after consultation with architects and in view of the many needs set forth by the divisions, it appears that the only real solution is a new Creative Arts Building.

WILLIAM MADISON RANDALL LIBRARY (1969)

Estimated replacement cost of building and contents:

\$9,142,000

Building Area: 70,041 square feet

The William Madison Randall Library is a 70,041 square-foot, two-story facility that was designated to accommodate 200,000 volumes and seat up to 600 readers.

The building is in excellent condition, but it has reached its stated capacity for volumes and readers. Expansion planned for completion in late 1984 or early 1985 will double the size of the existing facility, allowing adequate space to accommodate projected growth through 1995. Plans are being made for coping, in the best ways possible, with space problems during the coming three to four years.

Currently, the building is also being used by the General College Advising Center and the Office of Institutional Research. Classes are scheduled regularly in the auditorium and in one of the two available larger study rooms. The conference room is used frequently by many different campus groups. Activities which conflict with use of the building as a library should be curtailed.

CHEMISTRY-PHYSICS BUILDING (1969)

Estimated replacement cost of building and contents:

\$2,567,000

Building Usage:

Chemistry	23,596 square feet
Physics	15,731
Total	39,327 square feet

The Chemistry-Physics Building is occupied by the Departments of Chemistry and Physics.

Expansion of the chemistry program has more than doubled since 1970. Research space for new faculty members is non-existent. Expansion into new areas of study such as biochemistry is precluded due to the lack of laboratory space. In addition, the demand for a greater schedule of chemistry classes has resulted in the need to increase hood and vent exhaust to more than twice the design level. This increase of exhaust air has created many heating and cooling problems because of undersized ducting and equipment; renovation has been included in Capital Improvement Requests.

The Department of Physics occupies the same square footage that was assigned to it eleven years ago. The growth of enrollment has created a critical shortage of laboratory space. A Physical Science Building is needed and has been requested. If approved, the facility will contain sufficient space for the Physics Department.

KING HALL (1970)

Estimated replacement cost of building and contents:

\$1,210,000

Building Usage:

Education	13,373 square feet
Psychology	8,915
Total	22,288 square feet

The growth of the School of Education and the Department of Psychology plus the establishment of a graduate program in education have created a severe space problem for both the School of Education and the Department of Psychology. These problems will be resolved in 1982 when the Psychology Department moves to the new Behavioral Science Classroom Building.

Access to the second floor of King Hall is limited for the handicapped because there is no elevator. However, classes cannot be limited to the first floor so wheelchair students must be carried up and down stairs.

SARAH KENAN AUDITORIUM (1970)

Estimated replacement cost of building and contents:

\$1,345,000

Building Area: 25,184 square feet

In addition to a seating capacity of 1,000, Kenan Auditorium has two ticket offices, one lounge-reception area and two small teaching/seminar rooms on the second floor. The Drama division of the Department of Creative Arts is also housed in the building. Some high roof leaks have developed, but repairs have been placed under contract and should be completed during 1981. The stage curtains are in poor condition and should be replaced.

The building is used extensively by community groups; standard policies govern such use.

UNCW CAFETERIA (1970)

Estimated replacement cost of building and contents:

\$1,481,000

Building Area: 24,000 square feet

The UNCW Cafeteria is a two-story building with a snack bar and food preparation on the first floor, and a cafeteria serving and dining area on the second floor. The designed capacity is 1,400 per meal, but with current projected growth, other plans will be necessary. The planned development is coordinated with the new University Center, which will have a fast-food dining facility. The present snack-bar area will be renovated to additional full-meal serving lines. The cafeteria will then be adequate for projected campus growth.

The roof of the Cafeteria building, which is in the early stages of failure, will be patched as needed. Flashing and spot masonry repairs also will be performed, but a roof replacement will be required in the next three or four years. Equipment choices for the serving-line renovation in the present snack bar could create steam loads in excess of the present capacity of the boiler, but that information will not be known until the new design is started. There is adequate space and pipe capacity in the mechanical rooms to house any additional equipment that will be required because of extended meal-serving capacity.

ISAAC BEAR HALL (1972)

Estimated replacement cost of building and contents:

\$1,121,000

Building Area: 20,000 square feet

Isaac Bear Hall is a two-story structure that houses the School of Business Administration. Since the building was constructed in 1972, student enrollment has increased 100%, while student credit hours in the School of Business Administration have increased 144%. In addition, the School of Business Administration has been authorized to plan a graduate program.

When considered alone, the graduate program is not expected to increase the need for extra classroom space. Space can be better used in late afternoon and evening classes. However, the combined growth of both graduate and undergraduate programs will create a need for more space. An additional 25,000 square feet, justified in the Capital Improvement Requests for 1981-83, will be for faculty offices, larger classrooms (70 or more students) and a lecture hall that will accommodate up to 200 students. At present office space is so severely limited that three classrooms have been converted to faculty offices.

MARINE SCIENCE BUILDING (1975)

Estimated replacement cost of building and contents:

\$2,700,000

Building Usage:

Biology	27,509 square feet
Earth Science	9,170
Attic	8,087
Total	44,766 square feet

The Marine Science Building houses the Departments of Biology and Earth Science. Biology occupies the entire first floor and approximately one-third of the second floor. Presently, the third floor is being completed to provide additional office and research space. The remaining portion of the second floor is occupied by the Department of Earth Science.

Since 1974 student enrollment and the number of faculty in both departments have increased significantly. The current plans for the Department of Earth Science to move into a new Physical Science Building, if realized, will alleviate the space problem to a large degree. The vacated space should be used for storage, relocating of the Biology 105 laboratories presently in Hoggard Hall, office/research facilities and a "wet lab" in which to process specimens.

RECEIVING WAREHOUSE (1975)

Estimated replacement cost of building and contents:
\$777,000

Building Usage: .

Warehouse	13,423 square feet
Campus Police	552
University Print Shop	638
Total	14,603 square feet

Since the receiving warehouse was placed in operation in 1975, inventory and sales have increased by 300%. In addition, the expansion of the campus both physically and in faculty, staff and students has placed a much larger load on central stores and on the holding area for departmental purchases and movable equipment storage. The warehouse area should be expanded by 12,646 square feet. This project has been recognized as a need and has been included in the 1981-83 Capital Improvement Requests.

Space for the UNCW Police Department was limited when the building was completed in 1975. The Department has grown with the campus and now exists in overcrowded conditions. Expansion is impossible because barriers exist on all sides. Moving the University Print Shop to another location would free area for expansion by the Police Department. As an alternative the Campus Police could be relocated.

UNIVERSITY GREENHOUSE (1976)

Estimated replacement cost of building and contents:
\$108,333

Building Area: 2,500 square feet

The University greenhouse is a glass and block structure heated with unit heaters and cooled with a three-stage evaporative cooling system. Monetary restrictions eliminated a headhouse from the building design, and as a result all personnel space and equipment were located inside the greenhouse. This high-humidity location damages all equipment. A headhouse should now be added to accommodate the washing sink area, office furniture and all mechanical and electrical systems.

UNIVERSITY BOOKSTORE (1977)

Estimated replacement cost of building and contents:

\$380,000

Building Area: 5,400 square feet

The University bookstore is a single-story structure containing offices, storage areas and all sales areas. With campus growth, space has become a problem. During 1979 a small metal storage building was added to the rear of the bookstore to increase dead storage. Some relief will come with the opening of the University Center in early 1982. The University Center will market non-textbook items, and the current bookstore will market textbooks and similar items.

MORTON HALL (1978)

Estimated replacement cost of building and contents:

\$2,267,000

Building Usage:

English	10,486 square feet
Modern Languages	10,486
Mathematical Sciences	10,486
History	10,486
Total	41,944 square feet

Designed as a humanities building, Morton Hall, a two-story structure, houses the Departments of English, Modern Languages, Mathematical Sciences and History. The building contains classrooms, a 200-seat lecture auditorium and faculty offices.

Because English and Mathematics are two of the largest departments on campus, the departmental self-studies indicate that at least one too many departments is housed in the building. The current plans for the Mathematical Sciences Department to move into a new Physical Science Building, if realized, will alleviate a significant number of the problems that now exist.

The heating and cooling system is not adequate and should be improved. In addition, an adequate Modern Languages Laboratory with proper instructional equipment should be established, and more chalkboards should be installed in the classrooms.

ATHLETIC FACILITIES

HANOVER HALL (1964)

Estimated replacement cost of building and contents:

\$1,546,000

Building Area: 28,750 square feet

Hanover Hall is a seventeen-year-old gymnasium that was designed for an 800-student enrollment. Hanover Hall was supplemented with a new, attached athletic and physical education building (Trask Coliseum). The new facility provides for all recommendations made during the last evaluation. Facilities originally designed as men's locker/shower rooms have proved quite unsuitable in their current use by women and should be renovated.

Four faculty members of the Department of Health, Physical Education and Recreation and the Sports Information Director for the Department of Athletics have offices in Hanover Hall. The gymnasium area is used for physical education classes, intramurals, athletic events and activities sponsored by the Office of Special Programs. In addition, the area is occasionally rented for special events by outside agencies.

The building has never undergone a major renovation. The interior should be repainted, and the old laundry area should be renovated into a student lounge.

FIELD HOUSE (1965)

Estimated replacement cost of building and contents:

\$152,000

Building Area: 2,840 square feet

The field house is a combination block and wood-frame, two-story structure located near the baseball field. The structure is used to house visiting teams and for some storage of outdoor athletic equipment. The facility is currently inadequate to meet the needs of existing and projected outdoor athletic programs and should be replaced with an adequate permanent structure. This project has been included in the 1981-83 Capital Improvement Requests.

OUTDOOR ATHLETIC AND PHYSICAL EDUCATION FACILITIES

- Lighted baseball field
- Fifteen tennis courts (six lighted)
- Soccer field
- Practice baseball fields
- Archery range
- Intramural and class field
- Two softball fields
- Club football field

Space for outdoor facilities is adequate for present and projected programs. Over the past few years the playing fields have been expanded, drainage has been improved, and the quality of grass cover has improved. In addition, electronic scoreboards for the baseball and soccer fields have been installed, and a new press box has been constructed for the baseball field. The largest single area needing improvement is the addition of facilities for track and field events. Lighting for the unlit tennis courts is also needed. Both of these have been included in the 1981-83 Capital Improvement Requests.

TRASK COLISEUM (1977)

Estimated replacement cost of building and contents:
\$7,553,000
Building Area: 140,176 square feet

Trask Coliseum is a 140,176 square-foot structure that contains the Departments of Athletics and Health, Physical Education and Recreation. The building has four classrooms, one exercise physiology laboratory, offices, five handball courts, a 6,000-seat arena, athletic and physical education locker and basket rooms, and a natatorium with both racing and diving tanks. The new facility is directly connected with the old gymnasium building, Hanover Hall, and provides direct access from the natatorium to the women's locker room in Hanover Hall.

The original design, in order to minimize odors in the men's locker and basket rooms, provided one-time-through heating and ventilation in the natatorium portion of the building. The design works well but presents a high operating cost. Odor-removing filters which would allow the recirculation of heated air should be installed.

The original design provided air conditioning for the classrooms, laboratories, offices and handball courts. The main arena, however, was not air conditioned. It was recognized during the design that air conditioning the main

arena would be desirable; therefore, the air handling units were sized accordingly and the chilled water coils were a part of the original installation. The lack of air conditioning results in far less than optimum use of the arena. Use during April and September is marginal, and from May through August the main arena is not useable. Expanded use of the arena would include activities classes, basketball instruction and other University functions, including graduation. Revenue from outside sources would also be generated by making the arena available for community functions. It should be noted that the Trask main arena is the closest thing that Wilmington will have to a civic center for a number of years.

Other requests are for repairs to the handball-court walls, renovation for additional faculty office and storage space, plexiglass windows in hallway doors to prevent accidents, benches on the swimming pool deck for class seating, acoustical material in the natatorium to dampen sound, tiling for the swimming pools and more consistent control over the exercise physiology laboratory environment.

RESIDENCE HALLS

On-campus housing accommodations include four modern, air-conditioned residence halls. Three of these are designed to house a total of 600 students in suite-type living arrangements. The fourth is a six-story, high-rise building which houses 400 students in the conventional dormitory style. All residence halls have been constructed since 1970 and are considered to be in excellent condition.

All residence hall spaces are annually filled, with an extensive waiting list. The present construction of apartment-style housing for 400 students is scheduled for completion in 1981. Authorization for an additional 200 residence spaces by 1983 has been requested of the State Legislature. It is projected that a total of 2,000 residence spaces will be necessary to support projected enrollments by 1990.

In the self-study questionnaire, a majority of students stated that the dormitory atmosphere is not conducive to study. Efforts to improve this climate should be made.

GALLOWAY RESIDENCE HALL (1971)

Estimated replacement cost of building and contents:

\$3,356,000

Building Area: 63,248 square feet

Galloway Residence Hall is a six-floor structure that houses a total of 400 male and female undergraduate students and the resident Dean of Student Life.

BELK RESIDENCE HALL (1976)

Estimated replacement cost of building and contents:

\$2,239,000

Building Area: 40,363 square feet

Belk Residence Hall is a four-floor structure that houses a total of 200 male and female students. In addition the offices of the Director of Student Housing are located in Belk Hall.

HEWLETT RESIDENCE HALL (1978)

Estimated replacement cost of building and contents:

\$2,239,000

Building Area: 40,363 square feet

Hewlett Residence Hall is a four-story structure similar to Belk Residence Hall, housing a total of 200 male and female students.

DORM '79 RESIDENCE HALL (1979)

Estimated replacement cost of building and contents:

\$2,239,000

Building Area: 40,363 square feet

Dorm '79 is a four-floor structure similar to Belk and Hewlett Residence Halls that houses a total of 200 female students. It also houses the campus medical facilities. These facilities will move to the University Center in early 1982 and create the possibility of additional residential space.

INSTITUTE FOR MARINE BIOMEDICAL RESEARCH BUILDINGS

IMBR MAIN LABORATORY (1962, ACQUIRED 1971)

Estimated cost of replacement of building and contents:

\$659,000

Building Area: 8,600 square feet

The main laboratory building at the IMBR is a brick and glass structure with a library, offices, laboratory spaces and associated scientific rooms. With the exception of storage space, the building is of adequate size. However, with continued growth and an active graduate program there will be need for additional laboratory and office space.

Due to the complication of the concealed ductwork and to the extensive amount of glass that forms the exterior wall, the heating and cooling system is inefficient. In addition, laboratory exposure and inadequate maintenance by the previous owners caused deterioration of the floor tile.

The glass exterior walls should be covered with reflective film or metalized glass storm windows and all ductwork replaced with a straightforward design. Additional storage space and 5,000 square feet of laboratory and office space should be added to provide for the anticipated graduate program. Additional parking is also needed.

IMBR ANIMAL QUARTERS (ACQUIRED 1971)

Estimated cost of replacement of building and contents:

\$8,800 Building Area: 1,400 square feet

The Animal Quarters facility is a block structure used to house research primates. The condition of the building ranges from fair to poor. In addition, it lacks a number of refinements that should be in place for the types of performed research. There is no humidity control, no adequate temperature control due to the age of the equipment and no air filtration between animal groups.

The facility should be replaced as soon as possible. This project has been recognized as a need and has been included in the 1981-83 Capital Improvement Requests.

IMBR HYPERBARIC LAB AND SHOP (ACQUIRED 1971)

Estimated replacement cost of building and contents:

\$192,000

Building Area: 2,400 square feet

The IMBR Hyperbaric Lab and Shop building is a single-story metal building that houses research laboratories, a hyperbaric chamber and a machine shop. When the building was acquired in 1971 it was an empty shell, and utilities, interior structure and equipment have been added. Because of its low location, sanitary sewer lines are not possible without a lift pump. As a result the building does not have running water or a bathroom. A sanitary drain system should be installed.

IMBR AQUARIUM BUILDING (1975)

Estimated replacement cost of building and contents:

\$21,000

Building Area: 750 square feet

The IMBR Aquarium Building is a small metal structure with minimal heating and cooling. It is used to store aquarium tanks that hold marine life.

IMBR NEW LAB (1979)

Estimated replacement cost of building and contents:

\$216,000

Building Area: 3,000 square feet

The new laboratory building at the IMBR is a single-story metal structure that houses offices and laboratories. The building has proved to be quite trouble-free and thus far has not required call-backs during the warranty period. Due to budget limitations building design was less than the original requirements, and space is already a problem.

OPERATIONS AND UTILITIES

MAINTENANCE AND OPERATIONS BUILDING (1968)

Estimated replacement cost of building and contents:

\$350,000

Building Area: 5,000 square feet

During the past ten years the campus has grown from 110,000 to 813,000 square feet of building area (an increase of over 600%) while the Physical Plant Department area has remained the same. Additional personnel have been added until there are more than can be accommodated, resulting in inefficient use of staff and morale problems.

The main Maintenance and Operations Building houses the principal physical plant administrative offices, the equipment storage room, carpenter shop, electric shop, heating and air conditioning shop and motor vehicle shop. A lounge for physical plant personnel is located in the campus radio station trailer. Part of the Post Office building is used for the Grounds Supervisor's office, Housekeeping Administrator's office, Safety Office and locksmith shop.

There is no building space available for a paint shop, plumbing shop, grounds-equipment shop or grounds-equipment storage. These trades operate directly from service trucks or use other trades' shops. Grounds equipment is stored in the open.

There are other shop and service requirements for which building space is not available. These services are either not provided or are provided in an unsatisfactory manner. These activities include drafting, energy management, work control, roofing, welding and building-operating-systems monitoring and control. The University should continue to make every effort to obtain funds for expansion of Maintenance and Operations facilities.

EXISTING UTILITIES

Water System

Estimated replacement cost: \$460,000

The water system on campus consists of a 150,000-gallon elevated pedisphere tank and approximately 13,000 feet of six to twelve-inch water mains. The system is hooked to and supplied by the City of Wilmington; however, it also is isolated from the city. If a Wilmington-side failure occurs, the UNCW tank would not supply water to the city; city water can flow into campus water mains but check valves prevent it from flowing back.

With the exception of the residence halls and the Marine Science Building, the system is looped so that a single failure will not result in the loss of water. Capacity is adequate for present and proposed campus development. The non-looped portions should be tied together. Basic utilities for future construction would then be in place, thereby providing failure protection and avoiding the need to use new construction funds to extend basic utilities.

Sewer System

Estimated replacement cost: \$375,000

The sewer system consists of approximately 13,000 feet of eight-inch to ten-inch sewer mains with appropriate manholes and cleanouts. The system is a combination of gravity flow and force main aided by a sewage lift station. A current project is underway to upgrade the lift station to meet projected capacity.

There is no method of supplying electric power to the lift station during a power outage, and since all residence halls depend on the lift station for sanitary sewage removal, it should be provided with emergency electrical power capability. Sewer mains should be extended in the areas projected for new construction.

Electrical System

Estimated replacement cost: \$676,000

The electrical system on campus consists of a primary substation, five basic switch-gear cabinets, 52,000 feet of 12,470-volt primary cable, fifteen sectionalizing switches

and nineteen oil-cooled, step-down transformers. All system parts are owned by the University with the exception of the substation which belongs to Carolina Power and Light Company.

The existing system is looped and sub-looped so that single-failure protection exists for much of the campus. The areas where looping does not exist, and where a single failure would result in loss of power, should be corrected, including all residence halls and the Marine Science and Isaac Bear buildings. All existing primary distribution wire size (current capacity) is adequate for existing and projected growth.

Natural Gas System

Estimated replacement cost: \$195,000

The natural gas distribution system on campus consists of approximately 13,000 feet of two to six-inch gas mains, valves and pressure reducers. The system is owned by the University and supplied by North Carolina Natural Gas Company. The system capacity of 35,000 cubic feet per hour is adequate. Mains should be extended into new areas for construction as projected on the master plan.

Storm Drainage

Estimated replacement cost: \$200,000

The storm drainage system on campus consists of approximately 10,000 feet of twelve to forty-eight-inch reinforced concrete pipe, catch basins and out-fall ditches. The practice of closing open ditches with concrete pipe and catch basins should be continued.

Well System

Estimated replacement cost: \$100,000

The campus is equipped with two deep wells that have a pumping capacity of 450 gallons per minute. Originally, these two wells provided all the water for campus use, but their usage has been reduced. Presently, they only provide water for irrigation purposes.

Parking

Estimated replacement cost: \$1,664,400

As of fall 1980, there were 2,774 paved parking spaces (in fourteen paved lots and street parking) on campus, assigned as follows:

Student Parking:	2,235 spaces
Faculty/Staff Parking	453
Visitors Parking:	43
Handicapped Parking:	43
Total	2,774 spaces

Parking fees are \$35 for the first car and \$10 for the second car. Part-time students, part-time employees and students in Continuing Education courses pay \$17.50. Parking on campus is unrestricted (there are no assigned areas or lots for specific groups), but student and faculty-staff spaces are designated.

Planning for additional spaces is based on a parking-ratio standard-utilization-factor of one space per 1.3 vehicles registered. Five unpaved acres are available for parking south of Riegel Road. Additional parking should be constructed as indicated by the Master Facilities Plan.

ACTIVITY AND RECREATIONAL AREAS

The major activity and recreational area on campus includes approximately forty acres. This open space, located on the south side of the campus, includes Brooks Field, which is used for intercollegiate baseball; a large area for intramural sports including soccer, softball and volleyball; and an area used for club football. Space is also available for instruction in archery and golf and for jogging.

There are eighteen tennis courts on campus; fifteen are adjacent to Trask Coliseum, and three are located in the dormitory area. A cross-country route, located in the undeveloped east side of campus, is available for student and faculty use.

The Bluethenthal Memorial Wildflower Preserve, which covers approximately ten acres, includes a variety of plant communities, marked trails and labeled plants. It was designed to provide a "place of contentment and pleasure for those who enjoy and appreciate our native plants."

A track facility with a soccer field located in the center should be constructed. Bleachers and sufficient parking should be provided near the facility.

MAINTENANCE

The Maintenance and Operations Department operates and maintains the University plant and offers technical advice during the planning of capital projects. It also provides services such as housekeeping, upkeep of the grounds, equipment repairs and departmental work requests.

UNCW is a rapidly growing institution with needs for maintenance services that outstrip resources. Facilities and academic expansions have left all support services behind and struggling to catch up. Where contracting outside is a possibility, a combination of in-house labor and outside contracts is used to achieve the best use of limited resources. While most projects receive timely attention, others are deferred.

The difference in the growth rates of the campus plant and maintenance services appears to be increasing. This fact is documented and addressed in specific detail in the 1981-83 Expansion Budget Request. It is important to note that the expansion portion of the budget has not been funded for a number of years--a practice which cannot continue without significant deterioration to our physical plant.

On the brighter side, UNCW was one of several institutions selected for a survey of condition of physical plant in 1979. The architectural firm of Haskins and Rice and the engineering firm of Thomas and Olive completed a positive report, both for the condition of plant and for the techniques and practice of the Maintenance and Operations Department.

In recent years, the Maintenance and Operations Department's budget requests above the minimum need have not been granted, and as the campus has continued to expand, maintenance programs have lost ground. This problem has been particularly evident in support personnel. Since 1977, grounds area has increased 38% in developed acreage and 60% in lawn acreage, without corresponding personnel increases. During that same period building area has increased, but housekeeping is currently spread at one housekeeper per 20,000 square feet, and skilled trade mechanics are spread at the rate of one mechanic to 35,000 square feet. National averages for institutional housekeeping place one housekeeper for each 15,000 square feet, and the total recorded range covered for skilled trades in the APPA Staffing Report Survey for 1979 falls between one mechanic per 10,000 square feet up to one per 30,000 square feet.

IN-SERVICE TRAINING

Educational instruction for non-teaching staff is receiving intense investigation by the division of Business Affairs. At present, there are active, formal classes for heating, ventilating and air conditioning mechanics, and a training program for all campus housekeepers is in the planning stage.

Methods include formal classroom instruction, in-plant vendor demonstration, on-the-job training and correspondence courses. In addition, Maintenance and Operations employees expand their job-related technical education through manufacturer service schools, outside consultant seminars and short courses, and technical programs sponsored by Continuing Education. Past experience in trades that have participated in courses aimed at technical staff development indicate positive results. The in-service training programs should be expanded to include trades and areas not currently receiving educational benefits.

INSURANCE AND INVENTORY

The University provides extended insurance coverage on buildings and contents through the North Carolina State Fire Insurance Fund. The contents coverage has a small deductible amount.

In addition to fire and theft insurance, all motor vehicles are provided with liability and comprehensive insurance through a state-wide policy with the Travelers Insurance Company. Vehicles operated by the Department of Athletics also carry collision insurance.

All equipment is on a computerized campus inventory. The list is verified and updated annually by each department.

MASTER PLAN FOR DEVELOPMENT

The master plan for campus development (1970-1980), prepared in 1970 by Henry von Oesen and Associates, Consulting Engineers, has been updated by John Jefferies of Jefferies and Faris, Architects and Planners. The updated plan delineates projects for campus development through the year 2000, with specific plans through 1985 and general projections through the remaining years. It includes an inventory of existing campus properties and facilities.

The development of this comprehensive plan involved groups associated with the University community, including an ad hoc subcommittee of the Planning Committee, appointed by the Vice Chancellor for Academic Affairs, chairman of the Planning Committee. Data used in the planning process, based primarily on projected FTE enrollment, was provided by the Office of Institutional Research.

The master plan is to be updated at least every two years, with consideration given to changing instructional methods programs and student needs. The Buildings and Grounds Committee is responsible for recommending to the Chancellor sites and types of buildings proposed for construction and means of beautifying the campus. As requests and plans for new facilities are formulated, faculty members from areas concerned will share the responsibility for planning. When appropriate, students also will be involved in the planning process. The plan should be specific for a five-year period and general for twenty years.

UTILIZATION STUDY

The North Carolina State Commission on Higher Education Facilities maintains an annual inventory of space and space utilization on each state university and college campus. Several important indicators of the University's space needs can be drawn from this report. UNCW and the Charlotte campus (UNCC) have experienced the fastest enrollment growth in the state university system during the past five-year reporting period. UNCW and UNCC enrollments increased 32 and 18 percent respectively. The remaining institutions either experienced little growth or declined in enrollment during this period.

The amount of space used for instruction on university and college campuses is measured in square feet of academic facilities per FTE student. The Facilities Commission considers 100 square feet per FTE student to be the norm. In the fall of 1980, UNCW had less than 80 square feet of instructional and library space per FTE student. In the fall of 1981, the assignable square feet per FTE student will be approximately 78. The completion of the Social and Behavioral Sciences Classroom Building in 1982 will bring this measure back up to approximately 80 square feet per FTE student. An additional very significant indicator is the capacity-enrollment ratio. This figure is found by dividing the assignable square feet of instructional and library space by the student clock hours of instruction per week. The Facilities Commission considers a ratio of 4.00 to be the optimum and 3.00 to be the minimum. In the fall of 1980, the ratio on the UNCW campus was 3.26.

USE OF COMMUNITY FACILITIES

The University makes regular use of two community facilities for instructional purposes. The Bowling Center is used for physical education bowling classes, and New Hanover Memorial Hospital is used in the Nursing Program. Facilities in public schools, recreation centers and professional agencies are used for departmental practicum and internship programs.

In addition, community groups and agencies significantly use the University's facilities. Kenan Auditorium and Trask Coliseum are used for theatrical productions, professional concerts, pageants and special events such as the Azalea Festival. Trask Coliseum and Hanover Hall are used for trade shows. Courses and activities sponsored by the Office of Special Programs and taught by members of the community for the community at-large use the facilities of the University. Established policies and procedures govern such use.

PROJECTIONS

Rapid growth has led to serious space-usage problems on campus. The new Student Union building should alleviate many of the problems in the area of student services, but problems of space will continue to exist for faculty offices, classrooms and administration. Classroom space will remain a problem for the immediate future, despite the expected opening of a new classroom building in 1982. This building will alleviate overcrowding in existing facilities, but it will not provide adequate space for continued growth.

Since we have not received authorization from the state to plan a new library building, library space shortages are inevitable, given projections of future student populations and library holdings.

Although maintenance problems have been few on this relatively young campus, our oldest buildings will begin to need additional maintenance and renovation.

We perceive greater demand for computer services, both in academic and administrative functions.

Finally, we expect continued requests from the community for the non-University use of our facilities.

RECOMMENDATIONS

The following recommendations are made concerning physical resources:

1. The University needs to improve its seriously inadequate computer facilities. UNCW is currently one of only two among the sixteen constituent institutions of the University of North Carolina system to lack an on-campus computer. All other UNC institutions offering degree programs in computer science have their own computers, as do many without such a degree. Current facilities are not adequate for student and faculty needs. The Users' Room of the Computing Center should be expanded, a separate interactive terminal room located in Hoggard Hall and terminal clusters placed in other parts of the campus (such as the Library and the northern part of the campus).
2. Trask Coliseum should be fully air-conditioned to make the facility usable during the summer months.
3. Additional classroom and office space will continue to be needed to meet both current needs and those which will be created as enrollments grow. For example, because of inadequacies in Kenan Hall, a new creative arts building should be constructed. Current space problems also make imperative the construction of a physical sciences building.
4. Because the Library has reached its designed capacity for books and students, every effort should be made to see that the expansion of the building is funded.
5. Every effort should be made to obtain funds for the construction of a Maintenance and Operations facility of 28,500 square feet of building area and 10,000 square feet of machinery storage shelter.

STANDARD IX
SPECIAL ACTIVITIES

INTRODUCTION

Because the University came into existence as a community college, one of its mandated missions is to provide continuing education programs and community service activities in addition to regularly scheduled courses and degree programs. The Office of Special Programs is specifically charged with the responsibility for meeting the educational needs of adults who have completed or interrupted their formal education and developing educational approaches for the solution of community problems. Through these programs, the University is able to extend its resources to serve the continuing educational needs of employees of local businesses and industries, professional groups such as public school and other public or governmental employees, and the community at large.

A diversity of opinion exists in the University about the priority that should be given to special activities. The majority of faculty surveyed stated that continuing Education activities should take second priority to the University's undergraduate programs. Less than eight percent, however, indicated that continuing education activities should be decreased to low priority status. The role of special activities in general and continuing education in particular should be clearly communicated to the administration, faculty and staff of the University. Additional involvement by the faculty in program development is needed to serve growing community needs. Nearly seventy percent of the faculty surveyed stated that their area of interest is relevant to continuing education; however, over fifty percent of the respondents indicated that involvement in continuing education programs has limited value in faculty merit review. Furthermore, forty-two percent of the faculty stated that the pay scale for these programs is insufficient. Additional emphasis, encouragement and incentives should be directed toward additional faculty involvement in special activities.

The University's mandated missions include instruction, research and public service. The faculty survey has indicated that the Office of Special Programs provides quality instruction on and off-campus as well as offers programs that are designed to satisfy community needs as a public service. The Office's recent involvement in sponsored programs, however, should cease in the future.

ORGANIZATION AND ADMINISTRATION

The Office of Special Programs, formerly the Office of Continuing Education, is responsible for providing a variety of activities and services complementary to and in conjunction with the University's regular academic programs. The Office for Special Programs is administered by a Director, an Assistant Director, three full-time secretaries and one half-time secretary. Chart 9 depicts the organizational structure of Special Programs.

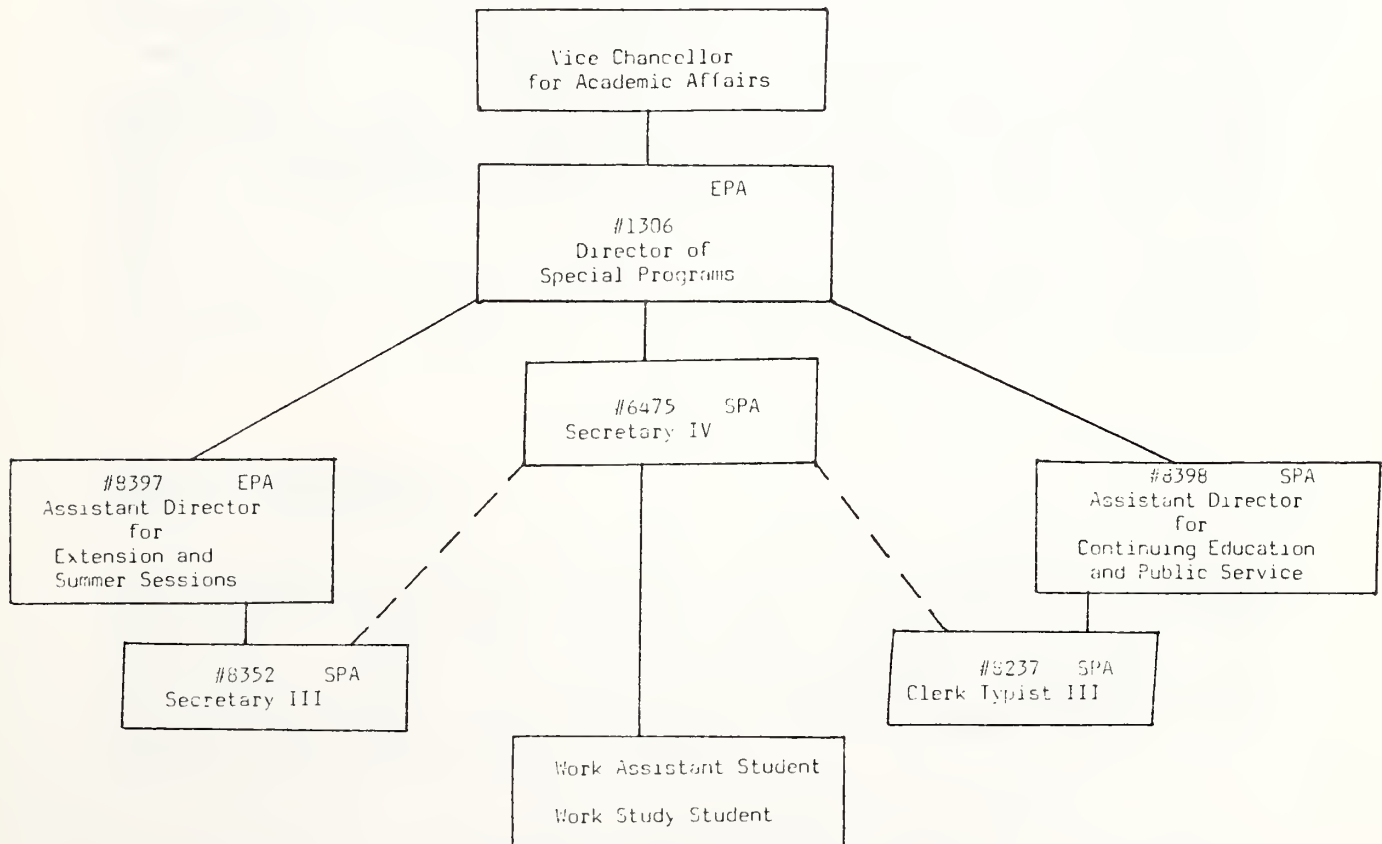


Chart 9: Office of Special Programs

One secretarial position needs to be upgraded, and a staff position of coordinator should be created and funded. These two staff changes will reduce some of the strain on existing staff due to the increase in the number of programs and will allow additional offerings.

All activities of the Office are under the administration of the Director in concert with and by the approval of the Vice Chancellor for Academic Affairs. The Office is specifically responsible for creating and maintaining a working relationship with the University faculty, administration, staff, local institutes and the community at large. An advisory committee appointed each year by the Faculty Senate also advises the Director on continuing education matters. This committee is comprised of faculty and two outside representatives, usually from area businesses, government or educational organizations. The Advisory Committee, the Director and the Vice Chancellor for Academic Affairs work together to insure that the continuing educational needs of the community are addressed, that qualified faculty are selected to teach the programs and that the programs are economically feasible. Furthermore, all program decisions are based on the four criteria of: 1) quality of content, 2) professionalism of faculty and staff, 3) relevance to the community and 4) convenience to the participants in terms of location and scheduling.

EDUCATIONAL PROGRAMS

The Office of Special Programs is responsible for all continuing education programs, hosting summer conferences, administering all extension programs, scheduling the use of University facilities other than regularly scheduled classes, coordinating the regular summer school and overseeing sponsored programs (See Appendix AG for a list of all programs offered in 1980-81 through the Office of Special Programs).

CONTINUING EDUCATION

The Office is involved in three areas of continuing education: (1) general public activities, (2) professional activities including management-development programs, teacher in-service training and co-sponsored training, and (3) community service programs including the Speaker's Bureau, various lecture series, community forums and facilities scheduling. The quantity and breadth of programs have increased considerably in recent years, and the pattern is expected to continue. This pattern reflects a national trend.

SUMMER CONFERENCES

The Office of Special Programs provides hosting arrangements for summer conferences. This service includes scheduling of meeting spaces, registration, housing and food services. The number of programs hosted each year has increased due to the favorable climate and location of the University as well as the variety of facilities available on campus during the summer months.

EXTENSION PROGRAMS

Extension courses are offered through two principal modes: Technical college contracts and special course-by-course contracts. The Office is responsible for administering the University's contractual arrangements with Sampson, Bladen and James Sprunt Technical Colleges. The central mission of the contract program is to provide two-year-degree extension instruction to students in the three communities served by the technical colleges. Many academic departments offer courses from their regular curricula. The University does not foresee entering into contractual arrangements for extension programs with other technical colleges. The Office of Special Programs, upon request and approval, offers undergraduate and graduate courses to selected participants in various locations by special contractual arrangement.

SCHEDULING UNIVERSITY FACILITIES

The physical facilities of the University are made available to citizens and outside agencies upon request as a public service when such use in no way impairs or restricts their regular academic function and associated support services. The use of facilities by outside agencies and by University groups for non-academic purposes is coordinated and reserved by the Office of Special Programs.

SUMMER SCHOOL

The Office has recently become responsible for coordinating the University's regularly scheduled academic summer program. The Director of Special Programs is responsible for financial and facility-related matters, not course selection.

SPONSORED PROGRAMS

The Office is also responsible for informing the University's faculty of external funding sources and for processing grant applications. The Office publishes a monthly newsletter, maintains a resource library and sponsors grantsmanship seminars to promote faculty involvement in sponsored programs. Grant applications are reviewed for compliance with University, state and federal policies and regulations. All grant applications are also processed in accordance with the University of North

Carolina procedures as outlined in Administrative Memorandum #68. Responsibility for sponsored programs is not appropriate for an Office of Special Programs and should be transferred to an office specifically created for this purpose.

SPECIAL ACTIVITIES NOT DIRECTLY SUPERVISED BY THE OFFICE

The vast majority of special activities programs offered by the University are coordinated by the Office of Special Programs. However, the Athletic Department/Trask Colliseum and Kenan Auditorium currently offer programs independent of the Office. Some academic areas also offer special activities, but they are usually short in duration, free of charge to the public and non-recurring. All of the University's special activities and facilities should be coordinated as much as is practical by the Office of Special Programs, which can provide assistance in promotion, record-keeping and program budgeting.

FINANCIAL RESOURCES

The Office operates as a distinct financial unit with its own budget that is developed and administered by its Director. Its own programs generate most of its financial resources so that it is largely, though not entirely, self-supporting.

The Special Programs budget is clearly identified and separate from other units of the University. The Director prepares and administers the budget on a fiscal-year basis. The budget is subject to the approval of the Vice Chancellor of Academic Affairs.

The Office does not prepare a single, unified budget; rather, its resources are budgeted for different activities. Specifically, these areas and the 1981-82 funding approved for them are: Title I grants (\$31,608), sponsored programs (\$4,700), summer school operating budget (\$419,349) and continuing education (administrative: \$19,441 approved of the \$48,000 requested; workshops: \$47,618; summer conferences and special activities :\$30,917; and extension programs: \$30,644; the latter three are receipt-supported). The 1979-80 approved budget, exclusive of summer school, was in excess of \$215,000; however, less than \$45,000 (20%) came from state appropriations. That figure was cut by legislative action to \$19,000 in the current year. State appropriated funds support one professional position, one clerical position and part of the office operating expenses. All other personnel and operating costs must be covered by receipts. The University does not provide any funding for programmatic costs. Title I grants are federal funds allocated under the Higher Education Act of 1965 and are budgeted separately. A small amount is budgeted to defray clerical costs of handling sponsored programs, such as grant applications and grant administration. The main financial support of the Office is the Continuing Education budget.

A significant deficit is possible, particularly in the continuing education program, if activities do not generate the expected receipts. Should this occur, the University would by necessity cover the shortfall, but the result would probably seriously damage the development of the continuing education program. To avoid this, careful planning is required to ensure that programs break even. For that reason, an individual budget is prepared for each activity.

One result of this budgetary arrangement is that activities which are financially successful subsidize those which are not. Another more important consequence is that there is clearly a limit to how many financially marginal activities can be undertaken.

Some revenue carryover is desirable from year to year to keep the office running, particularly during the time before programs generate receipts. This provides an incentive to make certain that most activities do not operate at a loss and that the program as a whole does slightly better than break even.

ACADEMIC STANDARDS

The academic standards for special activities vary according to the objectives and needs of each program and audience. General guidelines for the various areas directed by the Office of Special Programs are the following:

1. Continuing Education: Academic standards are directly related to the nature of the program. Decisions regarding Continuing Education Units (CEU's) given for participation in any Continuing Education program are made by the Director, who uses statewide standards set forth by the general administration of the University of North Carolina.
2. Extension: Students enrolled in extension courses must meet the same standards required of incoming freshmen or returning students. Standards for graduate extension work are determined by the appropriate school.
3. Summer Conferences: If academic credit is to be awarded for any summer conference, then the academic standards are the same as those for extension classes.
4. Sponsored Programs: Courses that arise from sponsored programs have the same standards as regular academic courses.

A comparison of the regular academic programs and special programs clearly indicates that the more a special activity approximates a regular program, then the closer are their academic standards. The regular academic program has a well-defined "traditional" frame of reference that permits continuous self-examination of requirements and standards. Special activities, by definition and design, are "special" or "non-traditional." The standards for each program are flexible and apply to the specific nature of the activity. All extension courses are carefully coordinated with the respective academic schools. Faculty are selected and approved by the department involved.

The Director has the responsibility for screening all continuing education activity proposals and deciding on their appropriateness for local audiences. Programs proposed by non-University as well as University faculty

must be approved by the department most closely related to the topic, the corresponding academic dean, the Director of Special Programs and the Vice Chancellor for Academic Affairs. Non-University faculty must also provide specific documentation of their credentials for the proposed programs.

The Office of Special Programs is also responsible for evaluating each program. On-site evaluation of the extension program is performed by the Director in cooperation with other University faculty. Evaluation data concerning the extension program is furnished by the Director to the appropriate academic dean and the Vice Chancellor for Academic Affairs at the end of each academic term. All continuing education activities requiring formal registrants also require evaluations by participants, using a standardized form. A compilation of all participant evaluations is furnished to the instructor. Each instructor is then asked to analyze the evaluation data and submit comments about how the program could be improved if offered again. The Director also reviews the evaluation data for each activity and makes decisions for improving future offerings.

THE CONTINUING EDUCATION UNIT

The Director of Special Programs is responsible for identifying, directing and maintaining all the records for all CEU-producing activities. Every proposed program must include a statement of objectives, rationale and purpose. Furthermore, each proposal must indicate the clientele to be served, topics that will be addressed, instructional techniques and the qualifications of the instructor. Each program proposed (CEU or non-CEU) must also be reviewed and approved by the department chairman for the discipline that is closest to the topic, the corresponding academic dean, the Director and the Vice Chancellor for Academic Affairs. CEUs are awarded to participants who attend at least 80 percent of the scheduled activity sessions. Each program is also evaluated by participants for content and instructor effectiveness. The Office maintains a transcript record for each participant. During the 1979-80 academic year, a total of 456 participants enrolled in 22 courses received CEU credit.

RESOURCES

LIBRARY

Students who participate in Continuing Education activities are granted the same library privileges as regularly enrolled students on the campus. Participants are issued temporary library cards that are valid during the activity. If additional materials are needed for a particular activity, then the materials are rendered upon request.

Library materials are loaned to the technical colleges that participate in the extension program. The technical colleges have recently reviewed their inventory holdings and resources. The inventories are also being reviewed by the various University department chairmen to determine their adequacy in both quality and quantity. If library resources are found to be inadequate, then the technical colleges will be asked to purchase the additional materials. The University also puts materials on reserve for student use at the instructional sites or technical colleges to accommodate undergraduate and graduate course needs.

FACULTY

If no qualified member of the University faculty is available as an instructor for a continuing education program, then a qualified person is recruited off campus. Instructors must present credentials acceptable to the Director, the most appropriate department chairman and academic dean, and the Vice Chancellor for Academic Affairs. Faculty who teach in the extension program at the technical colleges must meet the criteria established by the University and be approved by the same academic offices as in continuing education programs. Special contract extension courses are also taught by University faculty. The Office of Special Programs maintains an information file on each member of the faculty. Faculty information is included with each program proposal form.

STUDENT SERVICES

The library, counseling and athletic services available to regular students are made available to students involved in special programs. Because programs are of short duration and most participants are commuters, additional services are not needed.

ADEQUACY OF PHYSICAL FACILITIES

The University does not have a separate building designated solely for Special Activities. Instead, various offices, classrooms and equipment throughout the campus are used. The administration unit of Special Activities is housed in four rooms in Hoggard Hall. The total office space appears to be adequate for current operations, although the arrangement of space is not ideal. The Director and other administrators have offices in one suite on the first floor while a group of secretaries have their offices on the second floor of the building. This separation of space is an obvious disadvantage and should be remedied. The Office also lacks work space for faculty and adequate storage space.

Most special activities are conducted in classrooms throughout the campus, and, with a few exceptions, this arrangement is adequate. One exception is the lack of classroom space for conducting all-day activities, many of which have had to be scheduled off-campus. Present arrangements also cannot accommodate activities that require facilities for informal or social aspects of scheduled events or for serving meals to groups of participants. Scheduling space is also a problem, since special activities are a lower priority than regular academic programs when room schedules are developed.

PROJECTIONS

Because we are in the major urban center of southeastern North Carolina, with an expanding economy and a growing population, increased demands from the public for special programs are inevitable. In addition, we expect the number of non-traditional students on campus to increase. We anticipate greater special program activities during the summer, with expansion of such programs as Elderhostel and summer camps. Finally, we project a greater interest among our service population for life-long learning, particularly among those with college degrees; the University will increasingly be used to upgrade skills and to develop additional ones.

RECOMMENDATIONS

The following recommendations are made concerning special programs:

1. The University faculty should be encouraged to be more involved in developing continuing education programs and participating in contract extension programs. This encouragement should include increased salaries and a greater priority placed on involvement in continuing education activities.
2. The University should consider means of immediately increasing support for the operations of Special Programs, including the establishment of a special foundation to permit carryover of funds from one year to the following.
3. Responsibility for sponsored programs should be removed from the Office of Special Programs and be placed in an office specifically responsible for grants and under the direct supervision of the Vice Chancellor for Academic Affairs.
4. All extension programs provided off-campus, either through extension contracts or sponsored programs, should be comparable in all dimensions to the regular academic programs offered by the University. Faculty and course evaluation should be conducted jointly by the extension technical colleges, the Director and the appropriate chairman of the University.
5. The needs of the Office of Special Programs for adequate office space and room scheduling should be given greater consideration.

STANDARD X
GRADUATE PROGRAM

INTRODUCTION

The University of North Carolina at Wilmington offers three master's degree programs: (1) a Master of Education program in elementary education with tracks in early childhood education (K-3) and intermediate education (4-9); (2) a Master of Education program in educational administration and supervision with tracks in educational administration and in curriculum supervision; and (3) a Master of Science program in marine biology with tracks in marine biology, biological oceanography and coastal biology.

The graduate program is of recent origin, and a separate graduate faculty has yet to be designated. A Master of Business Administration program was approved by the General Administration of the University system in July, 1981. Because of a cautious approach to development, existing programs are well staffed and have adequate library resources. Additional development is anticipated for graduate programs in business administration and secondary education.

ADMINISTRATION

HISTORY

By adoption in April, 1976, of the document, Long-Range Planning, 1976-1981, the Board of Governors of the University system authorized this institution to plan master's degree programs in Elementary Education and in Educational Administration and Supervision. Planning of the programs was completed in 1976, and authorization to initiate graduate studies was granted in 1977.

In August, 1976, UNCW initiated procedures for seeking Level III accreditation by the Southern Association of Colleges and Schools. A prospectus of the proposed graduate programs was submitted to SACS in December, 1976, and an advisory committee visited the campus during the spring semester of 1977 to evaluate the institution's compliance with the Standards of the College Delegate Assembly at the higher degree level. Upon completion of the review, this institution received initial approval in 1977 to implement two graduate programs in education.

Graduate instruction began in January, 1978. The first students to complete requirements for the master's degree in education were graduated in May, 1979. In March, 1979, the institution submitted to SACS a self-study report on the graduate programs in education. An accreditation team visited the campus during October of 1979. Following that visit, the institution received full approval of the two master's degree programs in December, 1979.

In November, 1977, the Board of Governors authorized the University to plan a master's degree program in marine biology. Planning efforts culminated in the submission in March, 1979, of a proposal to establish the graduate program in that area. Approval to implement the program was granted by the Board of Governors in July, 1979. The first students were admitted for the fall semester, 1980.

PURPOSE

Graduate programs at UNCW have been established explicitly to address the educational needs of the southeastern region of the state and as such are congruent extensions of the institution's mission.

The institution's commitment of service to educational needs within the southeastern region was affirmed in 1981 by the Board of Governors: implications of that affirmation for continued development of graduate studies were explicitly addressed:

It is the objective of the Board of Governors that the University of North Carolina at Wilmington move toward becoming a Comprehensive University I during the present planning period (1980-85). The development of needed master's level programs and related activities will focus on service to the region of the State in which the institution is located, and it will be supported by continuing efforts to strengthen undergraduate programs.

ADMINISTRATIVE ORGANIZATION

An administrative structure for graduate programs was established and has been functioning since fall, 1976 (see Chart 10). It includes a chief administrative officer, a Graduate Administrative Board and graduate program coordinators (all actions subject to approval by the Chancellor).

As chief administrator for the graduate program, the Vice Chancellor for Academic Affairs serves concurrently as Director of Graduate Studies and is responsible for executing graduate policy, including admissions procedures; for supervising the maintenance of student records; and for providing all other support services. He is responsible for budget development and management, personnel appointments, and program development and maintenance. The growth of the graduate program now requires the appointment of a Dean of the Graduate School.

A graduate program coordinator is appointed from each discipline in which graduate programs are offered or being planned. Each coordinator is responsible for assisting the Director of Graduate Studies in the areas of program development and evaluation. Under the direction of the Director of Graduate Studies, the coordinator has the duties of (1) coordinating program planning activities, (2) developing relevant policy proposals, (3) supervising and

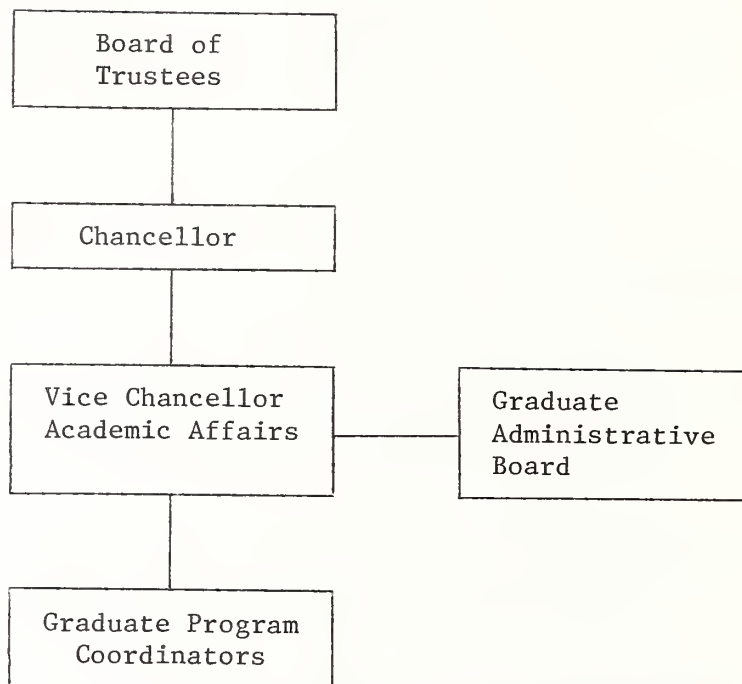


Chart 10: Graduate Studies

coordinating program approval procedures and (4) administering approved programs, policies and procedures. Ordinarily, the department chairman serves concurrently as coordinator.

Membership of the Graduate Administrative Board includes one faculty member from each professional school and division within the College of Arts and Sciences, and the Director of Graduate Studies, who serves as chairman of the Graduate Administrative Board.

The Graduate Administrative Board is responsible for the formulation and recommendation of graduate policy and procedures, approval of curricular and program development, program evaluation and adjudication of student petitions for policy exemption. In program development and evaluation, the Graduate Administrative Board: (a) approves all graduate

course proposals, program changes and assignment of faculty to graduate instruction; (b) requires all departments offering graduate programs to develop procedures for program evaluation, subject to Board approval; and (c) requires each department offering graduate programs to submit to the Board annual reports of the evaluation results.

In addition to continuing internal assessment, programs are subject to periodic review by external accrediting agencies. Since their establishment, the graduate programs in education have been evaluated by the North Carolina State Department of Public Instruction and the Southern Association of Colleges and Schools. In the fall of 1982, they will be evaluated by the National Council for Accreditation of Teacher Education. The program in marine biology is also subject to the standards and evaluation of SACS.

PROCEDURES FOR DEVELOPMENT OF GRADUATE STUDIES

Program development policy and procedures of the University of North Carolina assure systematic and responsible addition of programs in a manner that requires involvement by faculty, administration and appropriate policy groups. The two-stage procedure requires the constituent institution first to submit for Board of Governors' approval a formal request to plan a new degree program. The request, submitted following the review and endorsement of the constituent's Long-Range Planning Committee, the Chancellor and the Board of Trustees, is an extensive document which must specify program objectives, the relationship of the proposed ^{pl's?} program to the institutional mission and to existing programs, conditions which make the institution an appropriate location for the proposed program, demand for the program, proposed procedures for planning, resources needed, the effect of the proposed program upon minority presence on the campus, and the membership and task structure of the planning groups. In determining whether to grant authorization to plan, the Board of Governors primarily considers the documented need for the new program and the institution's capacity to present it effectively.

If planning is authorized, the institution may plan a program within the limitations established by the approved planning request. If planning extends beyond one year, the institution is required to submit annual reports on the status of the planning efforts. Planning authorization does not imply ultimate approval to initiate a program and can be withdrawn if lack of progress or changing conditions warrant.

When the planning group at the constituent institution has completed its proposal to establish a new program, that proposal is then reviewed by the Graduate Administrative Board and transmitted for approval to the Chancellor and Board of Trustees. If endorsed at the institutional level, the proposal is transmitted to the General Administration of the University of North Carolina for review and final action by the Board of Governors. At this stage of the process, the proposal is examined by the University Graduate Council, a body comprised of representatives of graduate schools of the constituent institutions. The proposal to establish a new program is an extensive document which reiterates and extends the elements of the planning proposal as well as specifying in close detail the elements of the program, faculty, support services, planning process, budget and evaluation plans. If the proposal is approved by the Board of Governors, the constituent institution may then initiate the program.

The complexity and rigor of this authorization process assures the development of carefully conceptualized, thoroughly specified programs that respond to documented educational need.

At this time, UNCW has several graduate program proposals at various stages in this procedure:

A request to plan a Master of Business Administration degree was approved by the Board of Governors in September, 1979. Planning was completed during the 1979-1980 academic year, and following approval at the institutional level, the proposal to establish the program was submitted to the General Administration in March, 1980. Final approval by the Board of Governors was granted in July, 1981.

In April, 1980, as part of the revised Long-Range Plan, the institution submitted to General Administration requests to plan three additional graduate degree programs in professional education: a Master of Arts in Teaching (MAT) with tracks in the secondary teaching specialties of English, French, health and physical education, mathematics, natural sciences, Spanish and social studies; a Master of Education in reading education; and a Master of Education in special education.

FACULTY

Currently there is no separately organized graduate faculty. Rather, the required faculty are designated each semester to teach graduate courses. A separate organization is not considered necessary at this time.

A faculty member teaching graduate courses must have a terminal degree in the area of expertise and be approved by the Graduate Administrative Board. Many members of the faculty teaching graduate courses have outstanding research experience. Many have taught graduate courses at other institutions, and a significant number have served on extramural graduate committees. The scholarly productivity of faculty involved in the graduate programs is impressive. All have published in their area of expertise, some extensively. Each faculty member holds the highest earned degree in his or her discipline.

The institution makes available \$10,000 per annum for faculty research and professional growth. The funds are distributed competitively among all University faculty. Applicants must submit research proposals to a standing research committee. Research positions in the marine sciences (one-half time) are available competitively to faculty members.

Faculty engaged in the graduate programs possess a high capacity for scholarly productivity, and their strengths have been applied in developing instructional and service programs. However, some conditions detract from the generation of traditionally recognized scholarly products. The limitation of financial resources available for support of such activities is one constraint probably shared by many institutions. In addition, and probably more significant, are the demands on faculty time, energy and skill required by a growing institution seeking to address its obligations through the development of strong programs of instruction and service. Faculty efforts toward meeting these obligations in many instances represent significant scholarly productivity and should be so acknowledged by the institution; in addition, the institution should establish means of stimulating and supporting individual and group production of commonly recognized forms of scholarship. Listings of the composition, qualifications and scholarly activities of faculty involved in graduate instruction in the School of Education and the Marine Biology Program are presented in Appendices AJ and AK.

STUDENTS

ADMISSION CRITERIA

An application for admission to a graduate-degree program is filed with the Graduate Office and includes the application form, official transcripts of previous study, official scores on a nationally recognized aptitude measure and recommendations by persons in professionally relevant fields. Although interviews are helpful, they are not required. Students who have taken graduate work elsewhere must be in good standing at that institution to be eligible to take graduate work at UNCW.

For admission to the graduate-degree programs, the applicant must have the following credentials:

1. A bachelor's degree from an accredited college or university in this country or its equivalent in a foreign institution, based on a four-year program.
2. A strong overall academic record with a B average or better in the basic courses prerequisite to the area of proposed graduate study.
3. Satisfactory scores on nationally recognized standardized tests: for the School of Education, a minimum score of 40 on the Miller Analogies Test or other authorized examination; for Marine Biology, a minimum score of 1000 on the Graduate Record Examination--Aptitude.
4. Three recommendations by individuals in professionally relevant fields.

Admission decisions are based upon examination of several factors, and where other indicators of success warrant, students who fall below the established criterion in one of the areas may be considered for admission.

In some cases, students who are not seeking a graduate degree may be permitted to take graduate courses. Such permission does not constitute admission to a graduate-degree program.

For the School of Education, students who do not hold the specified teaching credential may be admitted under exceptional circumstances. Such exceptions may be made in cases of otherwise qualified applicants who are engaged in professionally relevant roles not requiring teacher certification and who may profit from advanced study. Examples include administrators and teachers in community colleges. In such instances, the proposed program may be modified appropriately. Students admitted under such exception will not, however, be qualified upon completion of the graduate program for this institution's recommendation for North Carolina Board of Education certification.

OPPORTUNITIES FOR INTERACTION

School of Education

Upon acceptance to the graduate program, each student is assigned an advisor, who counsels the student concerning academic progress and, if necessary, recommends remediation to bring about satisfactory performance.

To help students prepare for the comprehensive examinations, each department in the School of Education holds informal orientation sessions. These sessions, designed to acquaint students with the rationale and format of the examinations, are conducted by a rotating roster of departmental members.

Marine Biology

A faculty committee is established for each student during the first year. The committee is composed of a chairperson and two additional members of the graduate faculty, one of whom is outside the area of specialization. The student works with the committee through its chairperson to plan a course of study and determine deficiencies that must be remedied prior to graduation and in the preparation of the required thesis.

Faculty and students also attend and participate in seminars on a frequent basis.

RESULTS OF STUDENT QUESTIONNAIRE

The self-study student questionnaire was completed by 81 graduate students. Their mean age was 33 (ranging from 22 to 51), and their average course load was four hours (ranging from three to twelve). Twenty-two were single, 21 married with no children, and 35 married with children. Seven were not employed; 74 were employed between eight to 70 hours weekly (an average of 36).

Forty-nine graduate students consider their choice of courses in their major departments adequate, although 25 do not. The majority of those expressing an opinion (54 to 7) feel that effective communication exists between students and University academic personnel. Only 14 expressed satisfaction with the current level of student participation in administrative procedures and policies on campus, while 18 are not; 49 have no opinion.

A large majority (61 to 10) feel that their departmental advisors have been helpful and knowledgeable. All but one replied that UNCW should continue to expand its programs in one or more of the following areas: in additional course offerings, in additional degree programs and in additional courses at night. Most students (55 to 8) believe the University recognizes and attempts to address the needs of part-time, non-degree students.

The overwhelming majority of students (77 to 3) are satisfied with the quality of graduate instruction at UNCW. Most (57 to 17) think students are sufficiently involved in the evaluation of instruction. Most (32 to 9) believe that faculty members are interested in students and their problems, and the majority (63 to 16) believe that most or all of their teachers excel in teaching ability.

Most consider services provided by the library staff (77 to 7) and the resources in the library's various collections (averaging 64 to 15) to be adequate and the atmosphere in the library (73 to 7) to be conducive to studying. The majority of students (50 to 31) use the library at least one time per week, primarily to locate information for papers or reports. The majority (48) feel that the hours of operation are satisfactory; however, 29 students expressed dissatisfaction. As indicated elsewhere in this report, funds need to be sought to extend the library hours for the benefit of students who are working full-time or who live some distance from the campus.

INSTRUCTIONAL PROGRAM

This institution maintains a substantial distinction between undergraduate and graduate programs. Separate admission is required, and the grading system for graduates is different from that used for undergraduates. In the event that a course contains both graduates and undergraduate students, the graduate students are required to perform additional learning tasks, such as additional reading and specially assigned projects. Graduate students are to assume more responsibility and in some cases are used as resource personnel for undergraduates.

The curricula for the master's degree programs in education have been systematically designed within a conceptual framework of decision-making theory and seek to extend the professional competencies of certified teachers and administrators. Standards stipulated for master's degree programs in education are incorporated in the following manner:

1. Understanding of research and research methods is taught. Both programs are based on an inquiry model. Procedures for inquiry and applications of inquiry findings are treated implicitly in all courses and explicitly in such "core" courses as Instructional Development, Decision-Making, Research in Education and Independent Study.
2. Understanding of the subject matter, bibliography, theory and methodology of the field is stressed. A program based upon an inquiry or decision-making model is by definition theory-based. Appropriate theory, methodology, bibliography and subject matter are presented at two levels within the programs: (1) at the level of general application through "core" courses treating conceptual foundations and general technologies such as decision-making and instructional program development, and (2) at the specific level through courses dealing with the particular content and methodology of elementary curriculum and instruction and also educational administration and supervision.
3. Association with resident faculty permits the encouragement of individual inquiry and the evaluation of the candidate's capabilities and

achievements. All graduate instruction is delivered by full-time resident faculty. Limits upon transfer credit require that the major portion of the degree program be completed in residence. Moreover, small class size assures the continued association of the student with one faculty member in the area of major interest. Together, these practices assure sufficient association with resident faculty to permit evaluation.

In general, the curriculum of the marine biology graduate program attracts three kinds of students. Some enter the program as a step toward a Ph.D. degree elsewhere. Others take the M.S. as a terminal degree preparing them either as professional biologists or as managers of coastal and marine resources who are trained to deal with contemporary problems in the environment. A third group are public school teachers who wish the degree to upgrade their positions in the public school systems. All students share some basic needs, and each group needs some specialized course work. All students in the M.S. program need an in-depth knowledge of a chosen specialty, a knowledge of available resource materials, basic writing skills and problem-solving skills. In addition to these basics, students continuing into a Ph.D. program need a greater depth of knowledge in their areas of specialization.

The curriculum consists of three tracks: marine biology, biological oceanography and coastal biology. Each track is designed to provide the necessary latitude to allow students, in consultation with their committee, to develop a program of study which will fit their particular needs. Requirements for each of the tracks are listed in the University Catalogue.

Standards stipulated for master's degree programs are incorporated in the marine biology program.

1. Understanding of research and research methods is taught. Each graduate student must be actively engaged in a research project, subject to approval by the student's faculty advisory committee, which consists of three faculty members responsible for guiding the student through the project. Normally it is this ongoing project that leads to the master's thesis required of the student.
2. Understanding of the subject matter, bibliography, theory and methodology of the field is stressed. Since the program is research-oriented, each course requires extensive use of bibliographic sources. Theory and methodology of the field are continually stressed throughout the required core courses. In

the required colloquia, scientists representing different disciplines in the field present current research and methods in their areas. Students are required to participate in seminars in which research topics are presented and discussed.

3. Association with resident faculty permits the individual evaluation of each student's capabilities and achievements. All graduate instruction is delivered by full-time resident faculty. Courses are generally small, assuring continued interaction between students and faculty. The students maintain close contact with the advisor and the advisory committee, and they participate regularly in extensive supervised field work. This close contact is at times one-on-one, so that the faculty are in an excellent position to judge capabilities and achievements.

All graduate programs have appropriate undergraduate counterparts.

In the School of Education, each of the two graduate programs is offered mainly within the School, although many faculty members have areas of expertise in related disciplines. The Department of English offers support courses in the language arts taught by qualified faculty, whose research interests and background are in the fields of linguistics, composition and children's literature.

The marine biology graduate program draws support from faculty in the Departments of Earth Sciences and Chemistry and from the Institute for Marine Biomedical Research (IMBR).

For all graduate degree programs at UNCW, evaluation of student performance occurs: (1) at the individual course level, where appropriate competency measures are comprised of a range of evaluative activities including written examination, formal papers and major projects, and (2) at the program level through a comprehensive examination developed and administered by program faculty. The comprehensive written examination (and oral thesis defense in biology) is designed to sample in appropriate proportion the total range of intended program outcomes. It is recognized that a given professional competency may be developed by learning and experience provided by several courses and that a comprehensive examination should address these final outcomes of a systematic and coherent program of instruction rather than the discrete outcomes of particular courses. In marine biology a research thesis is also required.

Course performance evaluations are reported by means of the following grade system:

- H - Clear Excellence
- P - Entirely Satisfactory
- L - Low Passing
- F - Failed
- I - Work Incomplete

A student receiving any grade of "F" or receiving grades of "L" on any three courses shall be ineligible to continue graduate study.

Degree requirements are stated in the University Catalogue.

Graduate programs are evaluated by individual faculty members and by the departments acting in concert. Student evaluation forms are routinely completed at the end of each course.

NONTRADITIONAL AND OFF-CAMPUS GRADUATE INSTRUCTION

Graduate instruction is presented primarily in traditional on-campus settings. With the exception of field research activities in marine biology, the limited off-campus offerings are associated with the graduate study programs in education.

Off-campus courses are delivered in response to expressed needs by school systems within the region and are planned to assure that off-campus delivery is limited to those program components that can be presented effectively in that setting.

The most extensive off-campus effort currently is a component of the UNCW/Pender County Teacher Corps Program. A federally-funded project, this program is a comprehensive effort to improve individualized educational service in the elementary and secondary schools of Pender County. Other components of the program include the establishment of a Professional Development Center, a Parent Information Center, community development activities, an internship component, non-credit workshops and consultative service.

Having completed its first year of operation, the project will deliver during 1980-81 and 1981-82 a total of eighteen semester hours of on-site graduate instruction to Pender County teachers. Participants will include both degree-seeking and "special" students. Participants seeking admission to graduate status will meet the criteria for graduate admission and will complete on-campus the remaining portion of the requirements for the M.Ed. in Elementary Education. Participants who may be admitted after the first year of the off-campus program will be subject to the established policy governing transfer of course credit completed before admission to graduate study.

Delivery of this portion of the graduate program to a group of teachers from a single school unit permits these courses to be addressed, without reduction in academic legitimacy, to the particular needs of that system. The proximity of the off-campus site allows participants to use the University library and other on-campus resources. In addition, the on-site Professional Development Center and the consultative services represent additional resources to these students.

Other off-campus courses are arranged occasionally to address particular needs identified by school systems. In all instances, courses are taught by resident graduate faculty. Where additional faculty compensation is provided, payment is based upon a flat contracted amount, which is independent of course enrollment. All participants in off-campus instruction are subject to established graduate policy governing admissions, transfer credit and program requirements. Participants are provided services, including advisement, available to on-campus students.

As the graduate program on this campus develops, the frequency of off-campus instruction may increase. That development, however, will be systematic: offerings will be selected to address particular field needs and will be presented in a manner to assure equivalent quality with on-campus offerings.

LIBRARY

The graduate programs derive library support from the William Madison Randall Library, the Education Curriculum Library, inter-institutional library services and computerized bibliographical search services.

RANDALL LIBRARY

Existing library resources as of September 30, 1980 are listed in Table 33.

Accessioned volumes (books and serials)	191,702
Microfilm (reels)	11,650
Microfiche (pieces) including 200,000 in ERIC collection	246,897
Serials on subscription	2,891
-titles in education	264
-titles in areas related to education	164
-titles in biology	203
-titles in related areas	394
Government documents	144,016

TABLE 33

Randall Library Resources

Of this collection, an estimated 6,650 titles are in the education classification. However, this number is augmented extensively by holdings relating to education in other classifications, including audio-visual, business and finance, various aspects of psychology and medicine, language development, several sociological subdivisions, social systems theory and computer applications to

education. Additionally, the Randall Library houses a sizeable collection of media equipment which is accessible to the graduate program.

An estimated 16,500 catalogued monographs are in areas relevant to marine biology, and serials on subscription include 25 abstracts and indices relevant to the field.

Financial support for the graduate program is indicated in Table 34, which shows expenditures in education and biology since fiscal year 1976-77.

	EDUCATION	BIOLOGY
FY 76-77	\$9,735.00	\$19,677.01
FY 77-78	\$43,970.00	\$25,890.87
FY 78-79	\$39,497.34	\$23,321.78
FY 79-80	\$8,244.63	\$25,247.44

TABLE 34

Library Expenditures Affecting Graduate Programs

The budget-allocation program for library materials was modified in May, 1980, to reflect graduate credit hours and courses taught. These data are weighted twice as heavily as are the figures for undergraduate student credit hours and courses taught. This weight reflects the UNC policy of providing twice as much money for library support of each FTE graduate student as is provided for each FTE undergraduate.

For fiscal 1980-81 the School of Education was the only academic unit which had taught graduate courses. Biology, which is beginning to teach them, was allocated a fixed amount for the development of its graduate resources.

The allocation for the School of Education for FY 1980-81 is \$7,287. The amount allocated for undergraduate collection development is \$4,296 and for graduate collection development \$2,991. These are 61% and 39%, respectively, of the allocation.

With the implementation of the graduate programs, Randall Library extended its hours of evening and weekend operation to accommodate the needs of graduate students who are for the most part working full-time. The library is open weekdays 8 a.m. to 11:30 p.m., Saturdays 9 a.m. to 5 p.m. and Sundays 2 p.m. until 11:30 p.m.

THE EDUCATION CURRICULUM LABORATORY

In addition to Randall Library, the Curriculum Laboratory within the School of Education maintains a collection of professional materials. Available resources are listed in Table 35.

Children's literature	2,000 volumes
Elementary textbooks	3,500 volumes
Secondary textbooks	300 volumes
General education books	600 volumes
Supplementary teaching aids	
Filmstrips and filmstrip cassette kits	
Catalogues of instructional resources	
General reference works in education	
Standardized tests	
Vertical file of curriculum materials and scope and sequence charts	

TABLE 35

Education Curriculum Laboratory Resources

The Curriculum Laboratory, staffed by a full-time librarian who also holds teacher certification, is open from 8 a.m. to 9 p.m. Monday through Thursday and from 8 a.m. to 5 p.m. Fridays. In addition to the regular hours of operation, the facility is open during evening classes when access to material is necessary for class activities. It is well used both as a resource center and a study location.

The curriculum librarian also coordinates the use of audio-visual resources within the school. Those resources include a media laboratory and media equipment.

A well equipped educational media laboratory, located in the Education Building, provides production equipment and services to students and faculty. The lab includes equipment and facilities for producing all types of graphic materials, such as lettering, mounting, laminating and photography. Departmental instruction in media design and production is provided both in formal coursework and through informal assistance to groups and individuals. To supplement instruction, a filmstrip/audio-cassette program is available for students to learn media skills on an independent basis.

Media resources provide an opportunity for faculty to develop creative instructional materials and for students to develop skills that they can use in the classroom. The videotape equipment provides a potential for bringing real-life experience into the classroom to stimulate problem solving and discussion.

INTERINSTITUTIONAL LIBRARY RESOURCES

Through a cooperative lending agreement, faculty and graduate students may be granted borrowing privileges at any of the libraries of the sixteen constituents of the University system.

Interlibrary loan service between Randall Library and most of the major libraries in the United States is available to graduate students and faculty.

A computer search service in the ERIC file and for articles in the Current Index to Journals in Education is sponsored by the North Carolina Science and Technology Research Center and NASA and is available to graduate students at a nominal fee through the campus Computing Center.

LIBRARY STAFF

There are nine profesional librarians on the staff of the Randall Library, and the senior staff members all have at least seven years of experience with this collection. The librarians and the supporting staff have been found capable, aware of the needs of the faculty and cooperative.

LIBRARY BUILDING

The Randall Library building is now at its capacity. Seating consists of tables and open carrels and is barely adequate for current needs. There are no assigned carrels available for graduate students. However, an expansion is planned which will double the capacity of the library building, and approximately 90% of the new study stations will be individual carrels suitable for graduate students. The proposed expansion has been approved by the Board of Governors and will be the top priority for capital improvements for this campus.

In general, the library facilities are currently adequate to support all graduate programs. The students involved in the off-campus offerings are in close enough proximity to Wilmington that the library is also adequate for them. The necessary funds should be sought to extend the hours of operation, especially for these students.

FINANCIAL RESOURCES

The institution has provided financial resources necessary to develop and initiate graduate programs. That support is most clearly evident in two major areas of expenditure: 1) the recruitment and employment of highly qualified faculty members, and 2) the development of library resources and laboratory facilities and equipment.

With respect to the School of Education, ten faculty members have been recruited who are qualified to contribute to the development and delivery of graduate studies. Four of these positions were explicitly provided for establishment of the graduate programs. The remainder were gained by use of enrollment-generated increases in faculty positions.

Presently over 25 faculty from five departments are qualified for appointment to graduate faculty status in the marine biology program. Although the program does not provide for a reduction of course load for faculty teaching graduate courses, teaching assistantships for graduate students to assist faculty with labs will provide release time for graduate course preparation. Support is also available from the Faculty Research and Development Fund.

In addition to library expenditures noted earlier, other developmental costs in support of the education program were borne by the careful application of routine budget allocations. These costs included faculty office construction and furnishings, establishment of the media laboratory and acquisition of audio-visual equipment, provision of increased clerical support and telephone service, development of the curriculum materials collection and provision of essential instructional materials.

The marine biology graduate program is currently based in the Marine Sciences Building, a 40,000 sq.ft. building which houses the Biology and Earth Sciences Departments. The third floor of this building has recently undergone renovation to provide additional office and research space for faculty and graduate students. In addition, UNCW maintains the Institute for Marine Biomedical Research which has on-going research programs in marine and environmental physiology, an array of specialized equipment, a library and conference room, and an instrument and machine shop.

The investment of funds indicated above demonstrates that this institution is committed to and will support a quality graduate program.

PROJECTIONS

Presently, the institution offers no graduate programs that can be appropriately classified as "experimental," nor is the institution engaged in offering graduate studies cooperatively with any other institution. In the future UNCW may become engaged in cooperative programs to address state and regional needs, particularly in public education. The University of North Carolina has become increasingly sensitive to the needs for advanced study in the regions of the state where access to advanced programs is limited. As a consequence, the Board of Governors has directed that a study be conducted to determine the feasibility and nature of efforts to address this need. An outcome of the study may be the development of cooperative programs among constituents of the University system to provide greater access to graduate studies, including post-master's programs.

A proposal to initiate a Master of Business Administration program was prepared in March, 1980 and was approved in July, 1981. This program is strongly supported by area business and industries and is designed to offer professional education to qualified students who seek administrative careers. The program emphasizes the development of analytical skills in problem-solving and decision-making so that future administrators can function effectively within a changing environment.

Proposals to plan for degree programs leading to the Master of Arts in Teaching in secondary education, the Master of Education in special education and the MED in reading education were also prepared in March, 1980. The latter two were approved in 1981, and the MAT program will continue to be requested.

The MAT in secondary education will provide advanced preparation of secondary teachers in the following seven specialities: English, French, health and physical education, mathematics, natural science, Spanish and social studies. Considerable support for these programs was indicated by the faculty survey, and data indicates a regional need. According to the Board of Trustees, Long-Range Planning, 1975-1980:

In the area of elementary and secondary school education, a comparison of teachers' qualifications between the entire State of North Carolina and the southeastern region of the state points out the need for a graduate program in teacher education that would be realistically available to the teachers of the southeastern region. Across the state, 15.5% of elementary and secondary level teachers have graduate degrees; only 10.4% of the teachers in the southeastern region have graduate degrees. Distance makes any effort to continue toward a graduate degree both impractical and unrealistic for the elementary and secondary school teachers located in southeastern North Carolina. A program within the region would greatly contribute to the professional development of the teachers and to the academic quality of the schools in southeastern North Carolina.

The MED in special education will prepare teachers who are skilled in the consultative, diagnostic, prescriptive and instructional procedures appropriate for children with mental retardation, specific learning disabilities, emotional disturbance or exceptional gifts. The MED in reading education will prepare teachers who are skilled in the consultative, diagnostic and instructional procedures for the teaching of reading. In the fall of 1980 a request for authorization to plan for a Master of Science degree in geology in the general areas of sedimentary geology and oceanography was prepared.

Enrollment projections for the first four years of program operation are shown in Table 36.

Physical facilities are adequate for program initiation. Initiation of the MBA program will require three additional faculty, library subscriptions to an additional 20 to 25 professional journals, and library standing orders for an additional 10 to 15 non-journal series. The MAT in secondary education can be implemented with existing staff and anticipated enrollment-related increases in personnel, but additional funds may be required in some academic disciplines for the expansion of bibliographical and laboratory resources. Both the MED in special education and MED in reading Education will require one additional faculty member. The MS in geology will require additions to library holdings of books, periodicals, and state and national publications.

There are no plans for major modifications nor to phase out or diminish any parts of the current program. The institution is involved in a continuing review and assessment process.

Degree	Year 1	Year 2	Year 3	Year 4
MBA				
Majority	44	62	61	71
Minority	6	8	9	9
Total	50	70	70	80
MAT in Secondary Education				
Majority	53	106	106	106
Minority	7	14	14	14
Total	60	120	120	120
MED in Special Education				
Majority	17	33	33	33
Minority	3	7	7	7
Total	20	40	40	40
MED in Reading Education				
Majority	17	33	33	33
Minority	3	7	7	7
Total	20	40	40	40
MS in Geology				
Majority	10	15	19	23
Minority	0	0	1	2
Total	10	15	20	25

TABLE 36

Projected Enrollments for Planned Graduate Programs

Specific program evaluation procedures for all graduate programs have not been established at the institutional level. Each program group is charged with the responsibility for maintaining program quality, and faculty groups in each of the areas engage in continuing program review and development.

As a rapidly growing institution within a developing region of the state, the University anticipates a continued and orderly development of graduate programs. As in the case of the established programs, additional programs will be requested and planned in response to state and regional needs.

RECOMMENDATIONS

The following recommendations are made concerning the graduate program:

1. The growth of the graduate program requires that a Dean of the Graduate School be appointed.
2. Increased financial support should be given to faculty for scholarly activity.
3. The University should consider the development of a clearly defined graduate faculty and determine criteria for membership.

STANDARD XI

RESEARCH

INTRODUCTION

It is the stated policy of the University of North Carolina at Wilmington to encourage and support research, and the majority of faculty are engaged in research or creative scholarly work to some degree. Most of the research at UNCW is not supported through contract or sponsored funding. Where such external funding is involved, policies and procedures are in effect which provide appropriate administrative control. Except in those instances which involve human subjects or ionizing radiation, there are no formal administrative controls on research. The institution is not dependent on grant or contract indirect cost or overhead to augment its regular state appropriated operating budget.

ADMINISTRATION

The concept that research is an integral part of academic life at UNCW is part of the policy documents which govern this institution. The Code of the University of North Carolina, which sets policy for the entire UNC system, guarantees the individual faculty member's freedom to pursue responsible scholarly research. The University's local statements of purpose in general, and research in specific, affirm its encouragement and support of research and the freedom to publish such research. Potential for research and research productivity are important criteria for advancement and promotion.

Although all contract or sponsored research is granted to the University, it is the individual researcher who usually initiates the process, prepares the proposal and identifies the interested agency to which that proposal will be submitted. Before submission from the University, a series of reviews and approvals must be obtained. These reviews ensure that the proposed research will not adversely affect the instructional program or compromise the mission of the University. The procedure also ensures that University resources and facilities are compatible with the proposed research project. The first level of review is departmental. It is the chairman's responsibility to assess the proposal as it directly affects the department's current and projected instructional, research and related activities. If the chairman determines that the project can be accommodated into the departmental role, it is passed to the next level of review.

The second level of review is technical in nature and is coordinated by the Office of Special Programs. This office examines the proposal to ensure that all information required for the final review stages is present and that the technical details of the proposed budget, including overhead as appropriate, are accurate and proper. This stage of examination also ensures that projects involving human subjects or ionizing radiation have been reviewed and approved by the appropriate faculty committees.

The third level of review is the office of the appropriate academic dean. The dean assesses the impact of the project on the school or college, and if resources are available to support the project, he approves it.

Before the proposal leaves campus, it is reviewed by the Vice Chancellor for Business Affairs, who reaffirms financial accuracy, and by the Vice Chancellor for Academic Affairs, who assesses the proposal in the perspective of the University's mission and facilities. The proposal is finally reviewed by the general administration of the entire UNC system prior to submission.

This elaborate procedure of review at all levels of the system virtually assures that externally funded research is in no way detrimental to the goals and objectives of the University at any level of its function. We perceive the institutional controls to be effective in balancing and integrating the research aspects of university life with its other functions.

Faculty undertaking externally funded research projects may receive remuneration for their work. This may be in the form of summer salary or consulting fees, or part of their regular salary may be replaced from grant funds to support release time from academic duties. Supplemental pay is not allowed for University research projects.

Remuneration for summer research or release time and consulting pay fall under separate policies. Remuneration for contract or sponsored research is at the same payment scale as that of the normal academic year. Consulting fees may vary considerably with the project. Consulting during the regular academic year or that involving University facilities is subject to University system-wide policy to ensure that such activities do not compromise the University. Departmental approval is required, and negotiation for use fees of University facilities may be required on a case-by-case basis.

These policies relating to research have all been published and circulated. All are available as part of the faculty handbook or on file in each departmental office. Nevertheless, results of the faculty questionnaire show that a majority of respondents (111 to 47) do not understand these policies.

In addition to normal review procedures, the administration provides limited assistance to faculty seeking research support. The Office of Special Programs will help the investigator, on request, to identify agencies which may be interested in supporting a given project. This office periodically distributes a short newsletter detailing funding agencies' interests and deadline dates. As part of their review process, they also provide a general proofreading function. Naturally, the final preparation of the proposed manuscript and its duplication may be accomplished by the secretarial staff of the department

involved. However, most faculty responding to the questionnaire believe they are hampered in securing grant funds (76 to 51), and that there is a need for additional assistance in grantsmanship (101 to 41).

INSTITUTIONAL CONTROL

While research is an important aspect of a faculty member's academic life, it is clear that it is only one of several parts and that the programs and mission of the University should not suffer because of an inappropriately large commitment to the research effort. UNCW uses a system which effectively precludes this problem. Contract or sponsored research projects cannot be submitted to funding agencies until the University is satisfied at all levels that the project will not be deleterious to its various overall responsibilities. This same review process also requires that resources for research continuity beyond the life of the grant or contract be assessed and allowed for before approval. Thus projects which require continued University support beyond its resources cannot be approved.

An important aspect of contract or sponsored research is the indirect cost or overhead associated with such funding. These funds are used to support grant-related administrative and other costs. On this campus, such funds are not used to support the general state-appropriated operating budget, and their loss would not significantly affect the University mission. During 1980-1981 the percentage of funds generated as indirect cost or overhead represented only 0.5% of the University budget for that year. Most faculty do not understand overhead policy (116 to 45).

The control of grant and contract funds occurs at several levels. All requisitions must be approved by the departmental chairman and the Contracts and Grants Officer. In addition to these approvals, purchase orders must be approved by the Director of Purchasing. Expenditure of funds in contradiction of University policy and procedures are not allowed and prevented by this system of review.

FACULTY

UNCW supports and encourages faculty research, and both local policy and system-wide policy protect the individual faculty member's freedom of scholarly inquiry and rights to publish. However, externally funded research cannot gain primacy over the teaching mission of the University; the project review and approval systems are designed to prevent this from happening. Since our graduate program is young, it is difficult to assess the levels of primacy between teaching and research, other than to state categorically that at least all required teaching obligations are met. It should be noted that the results of the questionnaire show that the majority of faculty responding feel that graduate teaching obligations should take primacy over research when the two are in conflict (131 to 27).

The percentage of faculty conducting contract or sponsored research is small. During the 1980-1981 year, only 15 faculty held contract or sponsored research grants. That UNCW is primarily an undergraduate teaching institution may be in part explanatory. However, the faculty questionnaire revealed certain faculty perceptions concerning involvement in these activities. Most faculty (108 to 32) believe there was no high incentive to bring in outside funds, which suggests that a potential morale problem with respect to externally funded research may be limiting such endeavors. Many faculty feel they need formal assistance in developing external support (101 to 41) and that an office of sponsored research is needed (130 to 12). These data suggest a faculty perception that there is inadequate assistance in the search for external funds and little incentive to seek such funds. Moreover, most faculty responded that while research-supported faculty should get preferential treatment for release time (100 to 64), they should not get preferential treatment for advancement (136 to 43) or for merit salary increases (130 to 46).

These data suggest situations which would decrease individual morale. Unrewarded grantsmanship by an individual would patently not increase that person's morale, while rewards for such efforts would be in conflict with the attitudes of the majority of the faculty.

UNSPONSORED RESEARCH: FACULTY PERCEPTIONS

The majority of research and other scholarly creative efforts on campus does not fall under the category of sponsored or contract research. The faculty questionnaire revealed that of 189 respondents an average of 15% of their time was spent on research. Only 15 faculty are receiving external contract or sponsored funds.

Other faculty research at UNCW is funded by three mechanisms: state appropriations, UNCW Foundation grants and instructional budgets. Each of these categories is subject to expenditure review by the same mechanisms as sponsored or contract research, except that review and approval of the Contracts and Grants Officer is not required. UNCW Foundation grants (totaling \$10,000) are to provide seed money for innovative projects. This is an extremely modest amount for distribution among a faculty of several hundred members. Other research is dependent upon instructional supplies and equipment already available for the various academic programs.

Institutional control of all but the last instance is embodied in budget or proposal review prior to submission. In the case of research using available instructional supplies or equipment, control resides entirely at the departmental level. The only exceptions to this are research which involves human subjects or ionizing radiation. Projects in these categories must be approved prior to project initiation by externally mandated monitoring committees as well as by campus or state administrator, respectively.

The faculty questionnaire reveals attitudinal aspects of research at UNCW which should be addressed. These include perceived needs for release time, assistance and research administration. The majority of faculty believe there is inadequate release time (143 to 21) and that this lack of release time prevents them from maintaining an active research program (123 to 31). Most believe that additional assistance would encourage them to increase their research efforts (146 to 27) and that time spent in research is not detrimental to the effectiveness of the departmental program (136 to 30).

As mentioned earlier, most faculty feel hampered in the pursuit of research funding (76 to 46) and feel the need for

assistance in doing so (101 to 41). These data may be responsible for the overwhelming faculty perception of the need for an Office of Sponsored Research (130 to 12).

With respect to their instructional role, faculty overwhelmingly responded that their research contributes positively to their classroom teaching (160 to 2) but that should research and teaching come into conflict, then teaching should take priority (graduate 137 to 27, undergraduate 166 to 18). Faculty priority perceptions appear to be consistent with the role of this University.

Finally, the majority of faculty do not understand UNCW research funding policies (118 to 36), overhead policies (116 to 43) or policies in the use of grant-generated overhead funds (112 to 44). This suggests a lack of communication at some level.

PROJECTIONS

There are no formal plans at the institutional level to involve additional students in sponsored or contract research. This is currently the prerogative of the individual researcher. It is assumed that increased student involvement in research would be a natural outcome of increasing sponsored research coupled with the growth of our graduate program. The faculty questionnaire reveals that the majority of faculty believe plans involving undergraduates in research should be formulated at both the departmental (91 to 36) and University (85 to 36) levels.

Anticipated income from sponsored and contract research for the next ten years was estimated with a simple regression analysis using data on annual research awards for the years 1978, 1979 and 1980 (see Table 37). With the assumption that the trend for these three years will continue for the next five years, these results suggest the magnitude of research funding which may be expected.

1981	\$1,154,000
1982	\$1,447,000
1983	\$1,740,000
1984	\$2,033,000
1985	\$2,326,000
1986	\$2,619,000
1988	\$3,205,000
1989	\$3,498,000
1990	\$3,791,000

TABLE 37

Projected Sponsored and Contract Research

While no set of procedures or policies is sacrosanct, the University's research-related documents are comparable to those of other larger and more research-oriented members of the UNC system. It is anticipated that our current review and approval system, with possible minor modifications, will ensure for the foreseeable future that sponsored and contract research and other aspects of the University remain balanced. Modifications are the natural outcome of the appearance of real or potential problems.

The vast majority of research on this campus is not contractual or sponsored. We do not anticipate the bulk of this endeavor will be adversely affected if research funding is curtailed or eliminated. Naturally, sponsored research itself will be affected. It is anticipated that continuation of such research would have to be scaled to levels which can be supported by the current instructional resources and facilities, or that a more vigorous search for research resources would have to be initiated.

RECOMMENDATIONS

The following recommendations are made concerning research:

1. An Office of Research should be established and charged specifically with the prime responsibilities of encouraging research and assisting faculty in securing project funding, and communicating with faculty about UNCW research policy and related matters.
2. A study should be initiated to resolve the apparent disparity between the University's requirements for productivity and the faculty's perceptions of what realistic expectations of research should be.
3. Since research activity is directly related to career advancement, the University should make every effort to increase funding for non-sponsored research activities.

PLANNING FOR THE FUTURE

This report presents a positive outlook for the next five to ten years. While enrollment increases are not expected to remain at the high level of the 1970's, we anticipate that enrollment will continue to grow for several reasons. The University is located in an attractive, developing area of the state. It has recently inaugurated or gained approval to plan and to begin several graduate programs as well. Program expansion is viewed as a response to increasing enrollment and to the fact that the scope of responsibility of the University to the local geographic area and to the academic community at large has broadened significantly in recent years. The plans and projections included in the report are based upon the anticipation that the University will continue to expand its services. We recognize that only careful planning and review at every appropriate level will assure that this future development will be in accord with the University's statement of purpose.

Rapid change has occurred in the institution's organizational structure during the last three years, including the introduction of graduate programs and the reorganization of the academic structure. Expected growth patterns require continued administrative flexibility. Research, graduate programs, financial aid and student services will need to be especially responsive to this growth.

The plans and projections detailed for our educational program clearly reflect the perception of a broadened responsibility as well as the expectation of enrollment increases during the next five years. Plans are being made to institute workshops and other activities which will expand the interaction between the University and the community it serves, to broaden the base of academic opportunities for students by introducing new programs and courses, to strengthen programs in the basic skills of writing and mathematics through the continued development of learning centers, and to encourage faculty and student research in a number of ways. These projected activities are not restricted to academic departments; the Institute of Marine Biomedical Research, the Computing Center and the Office of Special Programs each expects to provide facilities and opportunities to meet the needs and demands of the future.

There is no anticipated change in the proportion of funds for the University's operation that come from various sources. We shall continue to depend very heavily upon state appropriations and tuition and fees. Total operating funds are expected to increase but, obviously, the University's ability to achieve its goals will be controlled to a great extent by the economic health of the state and willingness to make the necessary investment. Because of the changing nature of the University and its current heavy dependence on state appropriations and student tuition and fees, we will need to increase our funding from private sources if we are to adequately fund a variety of academic and support programs.

Concomitant with increasing enrollment and new programs is the need for new faculty positions; an increase of over 20 percent by 1985-86 is anticipated. Here, too, the importance of financial resources to provide adequate compensation to recruit and retain qualified faculty is evident.

Expansion of the library is the first priority among capital improvement projects for the campus. The designed capacity of the present building has now been reached. The projected addition will at least double the size of the library and enable it to meet the requirements of greater enrollment, expanded graduate study and research through 1995. Prolonged delay will undoubtedly result in retarding the development of other University programs and services.

Continued growth in enrollment will also create a need to maintain the University's housing construction program, especially if commuting costs continue to increase and local private housing remains scarce. Moreover, additional medical, counseling, financial aid and other student development services will be needed.

Among our growing student population, we expect increased numbers of older, non-traditional students. Programs will need to be developed to meet their needs and also those of the members of the community who will be seeking life-long learning in order to develop and upgrade occupational skills.

Three new graduate programs were approved in July, 1981, and other programs have been proposed. It is possible that cooperative programs among constituents of the University system, including post-master's work, will be part of the future graduate education at UNCW. In any case, it is anticipated that additional graduate programs will be requested and planned in response to state and regional needs.

A corollary to the recent and projected graduate programs is an expected increase in the level of faculty research. Support for sponsored programs and contract research is expected to increase, but at a decreasing rate during the next ten years. The great majority of research carried on by UNCW faculty, however, will continue to be unsponsored.

The projections presented in this report are all aimed at meeting the University's stated purpose as a community of scholars. The plans and projections are all clearly related to continued enrollment increases and the broadened responsibilities of the University. That each University division recognizes its relationship to the other divisions is evident in the projections, all of which are involved directly or in support of the educational mission of the institution. With one significant group of exceptions discussed below, it seems reasonable to believe that the projections can be fulfilled within the next five to ten years, the timetable upon which most of them are based.

The uncertain progress that can be made in projected capital improvements--the exception mentioned above--constitutes the most significant problem the University faces in the near future. Of special importance are the expansion of the library and of computer facilities and the continuation of the housing construction program at a pace like that which has existed in recent years. These are all vital to the further development of the educational program and the requirements simply of a growing enrollment. Whether or not the University is able to realize its goals depends, in large measure, upon decisions and policies made and established by the central administration and Board of Governors of the University of North Carolina system and by the legislative and executive branches of the state government. Their decisions will in turn be based, understandably, upon a wider and somewhat different perspective than that underlying the projections made at Wilmington. At present, some delay in obtaining financial support for capital improvements seems likely. Given the state of the economy, it is impossible to forecast with any confidence how long the delay will be. Although this situation may be largely beyond our control, it is one for which the administration and faculty must be prepared. We face the possibility of limiting enrollment to the point of stabilization and withholding new programs; it is doubtful, however, that measures so extreme will be necessary.

The University is well organized to cope with the future on a continuing basis. A comprehensive plan for campus development has been prepared and has recently been updated with specific plans through 1985 and general projections through the year 2000. The development of the master plan involved several groups associated with the University

community, including a subcommittee of the Planning Committee. The master plan is to be updated at least every two years.

The University Planning Committee is a faculty committee of the senate whose membership includes seven members of the faculty at large, the chairmen of the faculty and of the University Curriculum Committee, and the University Planning Officer (Vice Chancellor for Academic Affairs), who serves as Planning Committee chairman. Deans of the two professional schools and of the College of Arts and Sciences, and the Director of Institutional Research are ex officio members. A major task of the committee is the annual review and updating of the institution's five-year plan. It is generally charged with reviewing and appraising forecasts of the educational and related requirements of the University, with reviewing and recommending programs and organizations designed to satisfy the University's needs and with providing advice for the University's orderly growth.

The present composition of the Planning Committee has only recently been adopted; however, it has already proven sufficiently flexible and encompassing to function well. The long-range plan, including the provision of new programs, must be approved annually by the Board of Governors.

SUMMARY OF RECOMMENDATIONS

A review of the recommendations made by the standard committees indicates that a number of concerns are shared by members of most departments and divisions within the University. By far the most significant of these, since it touches all aspects of University life, is the recommendation made by several standard committees that fund-raising, especially fund-raising from the private sector, be improved. Current efforts are inadequate, and the entire fund-raising operation needs to be upgraded.

Recommendations from several standard committees also address the growing inadequacies of our library. The designed capacity of the current structure has already been reached, the building is overcrowded, and, unless funds for the construction of additional library space are forthcoming, the University will soon face a crisis. The library affects every department and division on campus; facilities must be enlarged.

As the committee reports indicate, the faculty sees the lack of adequate computer capabilities on campus as a problem with the potential for rivaling that caused by inadequate library space. All other University of North Carolina institutions offering degree programs in computer science have in-house computers, as do most institutions without such programs. Better computing facilities are needed to enhance teaching and learning, to support several academic programs and to facilitate administrative procedures. The University has reached a stage in its growth at which the problem of inadequate computer facilities must be addressed.

A fourth concern emerging from a review of the recommendations is with communication between administration and faculty. Faculty believe that information needs to flow more openly and clearly to them from the University system's central administration, from the Board of Trustees and from the UNCW administration. Associated with this concern is another expressed by large numbers of faculty. A majority of them believe, as the standard committees' recommendations indicate, that efforts should be made to clarify both the criteria and the procedures used in faculty evaluation. They also believe that a formal evaluative procedure should apply as well to members of the administration.

In two areas of the University's academic programs, the faculty feels that organizational changes are necessary. First, most perceive that support for research is inadequate. Several standard committees recommend that this inadequacy be addressed and call for the establishment of a central research office which would aid and encourage faculty research projects. The faculty also believes that because expansion in the graduate program has been rapid and is likely to continue, the program is in need of a full-time director.

Another major need identified in the recommendations is for additional and improved student services, especially in the areas of counseling, financial aid and health services. Continued enrollment growth will only increase this need.

Finally, although few construction programs are recommended specifically in the standards, the recommendations indicate that the shortage of both classroom and office space needs to be addressed. Even with the opening of a new classroom building in 1982, several departments must continue to operate with inadequate space for teaching and faculty offices. Without additional state funding for capital improvements, this problem can only become more acute as enrollments grow.

These items are seen as the most pressing concerns facing UNCW in the immediate future. A complete list of recommendations from the standard committees follows:

Organization and administration:

1. Since the faculty survey revealed that more than half the faculty did not understand the functions of the governing boards and a large number of faculty feel that communications between the faculty and administration is inadequate, the governing boards and administration should review their procedures for communication and make efforts to improve them.
2. An Office of Alumni Affairs should be established within the Development Office to give greater attention to the growing numbers of alumni and to improve the gathering and computerizing of alumni information. All the gift-soliciting units within the Development Office should be integrated and directed by a single administrator whose main responsibility is fund-raising. Additional personnel should be hired to solicit funds from private sources. Since research, travel, academic scholarships and a variety of other faculty-development and student-service programs must depend on non-state funding, it is crucial that the

effectiveness of the University's fund raising program be improved. Both the Development Office and the Office of Institutional Research should receive at least one additional staff position because of the rapid growth of the University.

3. Since no formal periodic evaluation of the administration is now undertaken, a suitable instrument should be developed to measure faculty perceptions of administrative effectiveness and administered every three years. The faculty survey indicated that more than half the respondents believe there is insufficient communication and faculty participation in University decision-making.

Educational program:

1. Since not every student who meets the minimum enrollment standards can currently be admitted, it is recommended that procedures be changed to ensure that the most highly qualified applicants are admitted. Applicants whose qualifications are only minimally acceptable should be placed on a waiting list until the size of the applicant pool is determined.
2. To assess current knowledge and provide accurate placement of all incoming freshmen and transfer students, basic competency tests should be administered. The University should assist students who perform poorly on competency tests in order that they may improve their knowledge to an acceptable level. Such improvement could be fostered by individual tutoring, self-paced instruction in a learning center or by appropriate courses.
3. The University Curriculum Committee should conduct a study of the amount of specialization in departmental majors and determine whether all majors allow for an appropriately broad education.
4. The University should seriously study the merits of creating new degree programs by including interdisciplinary programs based on existing courses. Departments should be encouraged to study the possibility of creating additional interdisciplinary courses.
5. The University should develop more uniform procedures for determining the quality and effectiveness of classroom instruction.
6. The University should increase financial support for faculty development in the area of instruction.

7. The University should provide a uniform and improved procedure for follow-up of graduates, including a better means of locating graduates.
8. The use of Library resources by the majority of students is acceptable, but a broader use ought to be encouraged. Many students have not acquired the skills and familiarity with Library resources necessary for effective and regular use.

Financial resources:

1. If UNCW is to continue its growth, a more aggressive approach to fund-raising should be undertaken to obtain new sources of income.
2. A faculty committee of the Senate should be established to participate in the development and review of the University budget.
3. The administration should work with the State Purchase and Contract Division to revise the bidding process for the purchase of technical equipment so that faculty with expertise in technical areas and knowledge of equipment can have greater influence in the selection and purchase of the equipment.
4. The Business Affairs division should be provided resources to establish a systems coordinator, expand its computer capabilities and develop an educational program for those serviced by the division.

Faculty:

1. The University should provide more adequate financial resources to support the search process, including the interviewing of prospective faculty.
2. The University should take additional steps to insure that faculty members clearly understand all policies, procedures and criteria of faculty evaluation.
3. The University should more vigorously encourage and support faculty research and development, both with financial grants and release time, as appropriate.

Library:

1. Construction of the proposed addition to Randall Library should be maintained as the top priority in the UNCW building program.

2. Use of the building for non-library purposes (such as classes and administrative offices) should be eliminated.
3. Effort should be made to increase the number of professional staff positions to the optimum level suggested by ALA/ACRL Standards (1975).
4. Faculty status for professional librarians should be clarified. All professional librarians should have the opportunity for promotion and for earning tenure. Explicit criteria for evaluating the contributions of each librarian in terms of the Library's stated goals and objectives should be established. In addition, a career ladder for professional librarians should be established and codified in the Faculty Handbook.
5. The issue of establishing a campus-wide media center should again be examined; and, if it is desired to locate such a center in the Library, the issue should be resolved before plans for the proposed Library addition are completed.

Student development services:

1. The Counseling and Testing Office and the Office of Career Planning and Placement should seek additional ways to inform the campus community of their services.
2. Final SGA budget decisions should be made by a Fee Board consisting of five members (three students from SGA, and one non-voting representative each from the Business School and staff) who will then report the budget to the Student Senate.
3. The University should institute an on-line computer registration system.
4. Full publication of standards and expectations of student behavior and of all policies and procedures covering violations should be published in student handbooks, updated and distributed annually to all students, faculty and staff, as well as in the University Catalogue.
5. The Office of Student Affairs should more clearly delineate types of violations of standards and expectations of behavior which merit disciplinary probation, recorded probation, suspension and expulsion from the University.

6. The Student Financial Aid Office should be provided with a computerized records system which would tie in with the Registrar's records and those records belonging to the Accounting Office.
7. The University should continue to build housing to accommodate at least one-fourth of our enrolled students.

Physical resources:

1. The University needs to improve its seriously inadequate computer facilities. UNCW is currently one of only two among the sixteen constituent institutions of the University of North Carolina system to lack an on-campus computer. All other UNC institutions offering degree programs in computer science have their own computers, as do many without such a degree. Current facilities are not adequate for student and faculty needs. The Users' Room of the Computing Center should be expanded, a separate interactive terminal room located in Hoggard Hall and terminal clusters placed in other parts of the campus (such as the Library and the northern part of the campus).
2. Trask Coliseum should be fully air-conditioned to make the facility usable during the summer months.
3. Additional classroom and office space will continue to be needed to meet both current needs and those which will be created as enrollments grow. For example, because of inadequacies in Kenan Hall, a new creative arts building should be constructed. Current space problems also make imperative the construction of a physical sciences building.
4. Because the Library has reached its designed capacity for books and students, every effort should be made to see that the expansion of the building is funded.
5. Every effort should be made to obtain funds for the construction of a Maintenance and Operations facility of 28,500 square feet of building area and 10,000 square feet of machinery storage shelter.

Special programs:

1. The University faculty should be encouraged to be more involved in developing continuing education programs and participating in contract extension programs. This encouragement should include increased salaries and a greater priority placed on involvement in continuing education activities.

2. The University should consider means of immediately increasing support for the operations of Special Programs, including the establishment of a special foundation to permit carryover of funds from one year to the following.
3. Responsibility for sponsored programs should be removed from the Office of Special Programs and be placed in an office specifically responsible for grants and under the direct supervision of the Vice Chancellor for Academic Affairs.
4. All extension programs provided off-campus, either through extension contracts or sponsored programs, should be comparable in all dimensions to the regular academic programs offered by the University. Faculty and course evaluation should be conducted jointly by the extension technical colleges, the Director and the appropriate chairman of the University.
5. The needs of the Office of Special Programs for adequate office space and room scheduling should be given greater consideration.

Graduate program:

1. The growth of the graduate program requires that a Dean of the Graduate School be appointed.
2. Increased financial support should be given to faculty for scholarly activity.
3. The University should consider the development of a clearly defined graduate faculty and determine criteria for membership.

Research:

1. An Office of Research should be established and charged specifically with the prime responsibilities of encouraging research, aiding and assisting faculty in securing project funding, and communicating with faculty about UNCW research policy and related matters.
2. A study should be initiated to resolve the apparent disparity between the University's requirements for productivity and the faculty's perceptions of what realistic expectations of research should be.
3. Since research activity is directly related to career advancement, the University should make every effort to increase funding for non-sponsored research activities.

Appendix A

SELF-STUDY COMMITTEES (1980-82)

STEERING COMMITTEE

Dr. Melton McLaurin, Chairman, History
Dr. Daniel Plyler, Administration
Dr. Roger Hill, Business
Dr. Fred Toney, Mathematics
Dr. Harold Hulon, Education
Dr. Margaret Parish, English
Dr. John Scalf, Sociology
Dr. Duncan Randall, Earth Sciences
Faculty Senate Chairman
Student Government Association President
Dr. Charles Cahill - resource
Mr. Roger Fry - resource

COMMITTEE ON PURPOSE

Dr. Jack Levy, Chairman, Chemistry
Dr. Gerald Shinn, Philosophy and Religion
Dr. Marshall Crews, Mathematics
Dr. James Merritt, Biology
Miss Carol Ellis, English
Mr. Ralph Parker, Administration
Dr. Hatha Hayes, Education
Dr. Lee Sherman, Business
Dr. James McGowan, Creative Arts
Board of Trustees member
Dr. William Wagoner - resource

ORGANIZATION AND ADMINISTRATION

Mrs. Betty Jo Welch, Chairman, Creative Arts
Dr. Norman Kaylor, Business
Dr. Richard Burkhart, Mathematics
Dr. Paul Thayer, Earth Sciences
Dr. Warren Hodge, Education
Dr. Gus Crowgey, Mathematics
Mr. Derick Davis, HPER
Mr. Philip Smith, Library
Dr. Frank Ainsley, Earth Sciences
Dr. Jairy Hunter, Administration
Dr. William Wagoner - resource

EDUCATIONAL PROGRAM

Dr. William Harris, Chairman, Earth Sciences
Dr. Saul Bachner, Education
Dr. Richard Veit, English
Dr. Thaddeus Dankel, Mathematics
Dr. Catherine Kowal, Psychology
Dr. James Dixon, Political Science
Dr. Claude Farrell, Business
Dr. Larry Usilton, History
Dr. Paul Hosier, Biology
Student
Dr. Charles Cahill - resource

FINANCIAL RESOURCES

Mr. Robert Appleton, Chairman, Business
Mr. Glenn Long, Mathematics
Dr. Thomas Loftfield, Anthropology
Mr. Joseph Capell, Administration
Dr. Christine Burkholder, Creative Arts
Mr. Timothy Jordan, Administration
Dr. Haskell Hart, Chemistry
Dr. Marcee Meyers, Education
Dr. Steven Carter, English
Mr. William Brooks, HPER
Dr. Jairy Hunter - resource

FACULTY

Dr. James Megivern, Chairman, Philosophy and Religion
Dr. Alan Watson, History
Dr. Robert Brown, Psychology
Dr. Kenneth Gurganus, Mathematics
Dr. Gary Faulkner, Sociology
Dr. Paz Bartolome, Education
Ms. Rebecca Sawyer, Business
Dr. William Woodhouse, Modern Languages
Dr. Walter Biggs, Biology
Dr. Charles Cahill - resource

LIBRARY

Dr. Brooks Dodson, Chairman, English
Dr. E. M. West, Business
Mr. Ron Johnson, Library
Dr. Phillip McGuire, History
Dr. James Applefield, Education
Dr. Donald Kapraun, Biology
Dr. Barbara Greim, Mathematics
Dr. Lee Jackson, Psychology
Student
Mr. Eugene Huguelet - resource

STUDENT DEVELOPMENT SERVICES

Mrs. Mary Bellamy, Chairman, Modern Languages
Mr. Thomas Fields, Sociology
Dr. Sue Lamb, Psychology
Dr. Hildelisa Hernandez, Physics
Dr. Darwin Newton, Administration
Dr. Noel Jones, Education
Mr. William Lowe, Modern Languages
Mr. Dave Allen, HPER
Dr. Thomas Moseley, History
Mrs. Dorothy Marshall, Administration
SGA student
Dr. William Malloy - resource

PHYSICAL RESOURCES

Dr. David Miller, Chairman, HPER
Mr. Carl Dempsey, Administration
Dr. Carlos Perez, Modern Languages
Dr. David Royce, Biology
Mr. Eugene Huguelet, Library
Dr. James Halsey, Mathematics
Dr. Calvin Doss, Education
Dr. Richard Deas, Creative Arts
Dr. John Anderson, Business
Mr. Davis Lumpkin, Administration
Student
Dr. Jairy Hunter - resource

SPECIAL ACTIVITIES

Dr. Stephen Harper, Chairman, Business
Dr. Roger Lowery, Political Science
Dr. Jerry Klein, Education
Mr. Thomas Brown, Mathematics
Dr. Michael Bradley, Psychology
Dr. Richard Cooper, History
Dr. Terry Rogers, Creative Arts
Mrs. Delilah Blanks, Sociology
Student
Dr. James Edmundson - resource

GRADUATE PROGRAM

Dr. Fletcher Norris, Chairman, Mathematics
Dr. Roy Harkin, Education
Dr. Anne McCrary, Biology
Dr. Charles Fugler, Biology
Dr. Grace Burton, Mathematics
Dr. Victor Zullo, Earth Sciences
Dr. William Hall, Business
Dr. James Collier, English
Dr. James Sabella, Anthropology
Dr. Charles Cahill - resource

RESEARCH

Dr. Gilbert Bane, Chairman, Biology
Dr. Earl Allen, HPER
Dr. Bill Cleary, Earth Sciences
Dr. Ralph Brauer, IMBR
Dr. Mark Galizio, Psychology
Dr. Dale McCall, Sociology
Dr. Andrew Hayes, Education
Dr. Denis Carter, Business
Dr. Robert Toplin, History
Dr. Edward Olzewski, Physics
Dr. Charles Cahill - resource

PROJECTIONS COMMITTEE

Principal committee chairmen plus one member of the Steering Committee to chair the committee

EDITOR

Dr. Richard Veit, English

Appendix B

FACULTY SELF-STUDY QUESTIONNAIRE

UNC-Wilmington

SELF-STUDY FACULTY QUESTIONNAIRE

(The questions in this document were submitted by the Standing Committees of the Self-Study. Please respond to each item.)

Biographical Data

Directions: For each numbered item, circle the number in the column on the right which corresponds to the appropriate response.

1. School or College
 1. Arts and Sciences 1 2 3
 2. Business
 3. Education
2. Sex
 1. Male
 2. Female 1 2
3. Rank
 1. Lecturer
 2. Instructor 1 2 3 4 5
 3. Assistant Professor
 4. Associate Professor
 5. Full Professor
4. Status
 1. Tenured 1 2
 2. Non-tenured
5. Highest Degree
 1. Doctorate
 2. Masters 1 2 3 4
 3. Bachelors
 4. Specialist
6. Location of institution awarding your highest degree
 1. N.C.
 2. Southern region
 3. Outside Southern region 1 2 3 4
 4. Outside U.S.A.
7. Employment Status
 1. Full-time 1 2
 2. Part-time
8. Age Range
 1. 20-35
 2. 36-50 1 2 3 4
 3. 51-65
 4. Over 65

FACULTY QUESTIONNAIRE

Instructions: For all opinion questions please circle the most appropriate response in the column to the right of each question, using the scale: 1. strongly agree, 2. agree, 3. disagree, 4. strongly disagree, 7. don't know, 8. no opinion, 9. not applicable. For all other questions, select the most appropriate response, or fill in the blank where applicable.

Part I.

Organizational Structure of the University and Lines of Communication

- | | | |
|---|---------|-------|
| 1. The Board of Governors of the University System understands and performs its duties in a manner which enhances the operation of UNC-W. | 1 2 3 4 | 7 8 9 |
| 2. The Faculty adequately understands the functions of the Board of Governors of the University System. | 1 2 3 4 | 7 8 9 |
| 3. The UNC-W Board of Trustees understands and performs its duties in a manner which enhances the operation of UNC-W. | 1 2 3 4 | 7 8 9 |
| 4. The Faculty adequately understands the functions of the UNC-W Board of Trustees. | 1 2 3 4 | 7 8 9 |
| 5. Effective communication exists between the Office of the Chancellor and the Faculty. | 1 2 3 4 | 7 8 9 |
| 6. Effective communication exists between the Office of Academic Affairs and the Faculty. | 1 2 3 4 | 7 8 9 |
| 7. The present organization of Academic Affairs is effective. | 1 2 3 4 | 7 8 9 |
| 8. Effective communication exists between the Office of your Academic Dean and the Faculty. | 1 2 3 4 | 7 8 9 |
| 9. Effective communication exists between the Office of Business Affairs and the Faculty. | 1 2 3 4 | 7 8 9 |
| 10. The present organization of Business Affairs is effective. | 1 2 3 4 | 7 8 9 |
| 11. Effective communication exists between the Office of Student Affairs and the Faculty. | 1 2 3 4 | 7 8 9 |
| 12. The present organization of Student Affairs is effective. | 1 2 3 4 | 7 8 9 |
| 13. The organization and administration of the General College is effective. | 1 2 3 4 | 7 8 9 |

14.	The current structures of faculty organization are appropriate and productive.	1 2 3 4	7 8 9
15.	The jurisdiction of the faculty is clear and adequate in scope.	1 2 3 4	7 8 9
16.	There is sufficient communication between administration and faculty at UNC-W.	1 2 3 4	7 8 9
17.	Faculty participation in University decisions and policies is adequate.	1 2 3 4	7 8 9
18.	There is sufficient communication between faculty and students at UNC-W.	1 2 3 4	7 8 9
19.	Students have clearly defined channels for making suggestions to University faculty and administrators.	1 2 3 4	7 8 9
20.	The Office of Alumni Affairs effectively performs its assigned duties.	1 2 3 4	7 8 9
21.	The Office of Alumni Affairs is adequately staffed and funded.	1 2 3 4	7 8 9
22.	The Office of Information Services effectively performs its assigned duties.	1 2 3 4	7 8 9
23.	The Office of Information Services at UNC-W is adequately staffed and funded.	1 2 3 4	7 8 9
24.	The Office of Contracts and Grants effectively performs its assigned duties.	1 2 3 4	7 8 9
25.	The Office of Contracts and Grants is adequately staffed and funded.	1 2 3 4	7 8 9
26.	The Development Office effectively performs its assigned duties.	1 2 3 4	7 8 9
27.	The Development Office is adequately staffed and funded.	1 2 3 4	7 8 9

Part II.

Institutional and Academic Planning and Development

28.	The Faculty adequately understands the methods employed to develop long-range plans for the development of the University.	1 2 3 4	7 8 9
29.	The Faculty adequately understands the University's program for Academic development.	1 2 3 4	7 8 9
30.	The Faculty adequately understands the University's program for Physical development.	1 2 3 4	7 8 9

31. The Faculty adequately understands the University's program for Financial development.	1 2 3 4	7 8 9
32. The Faculty is adequately involved in programs for the development of the University.	1 2 3 4	7 8 9
33. Faculty input in the development of academic programs is adequate.	1 2 3 4	7 8 9
34. In planning for effective departmental instruction, the Chairman considers class size and instructional load.	1 2 3 4	7 8 9
35. UNC-W should continue to add undergraduate instructional programs.	1 2 3 4	7 8 9
36. UNC-W should develop more interdisciplinary programs.	1 2 3 4	7 8 9

Part III.

Teaching Methods and Program Evaluation

37. Students are made aware of the aims and requirements of each course I teach.	1 2 3 4	7 8 9
38. Extracurricular seminars, lectures, and other non-classroom educational activities in my department are adequate.	1 2 3 4	7 8 9
39. Extracurricular seminars, lectures and other non-classroom activities contribute to a stimulating environment for learning.	1 2 3 4	7 8 9
40. Departmental Faculty experiment with alternative teaching techniques.	1 2 3 4	7 8 9
41. Students should be required to pass a proficiency examination in oral and written communications prior to graduation.	1 2 3 4	7 8 9
42. Faculty are routinely involved in curriculum development.	1 2 3 4	7 8 9
43. Existing departmental programs are periodically evaluated by the Faculty.	1 2 3 4	7 8 9
44. Student input in program evaluation is adequate.	1 2 3 4	7 8 9
45. I believe that some form of course credit should be given to students for attending plays, recitals and other music and dance programs sponsored by the University.	1 2 3 4	7 8 9
46. Degree programs in my department fulfill the Department's purpose.	1 2 3 4	7 8 9

Part IV.

Budgeting

- | | | |
|---|---------|-------|
| 47. The current budget request process flow from faculty to department Chairmen, to Dean, to Vice Chancellor, to Chancellor is understood by the Faculty. | 1 2 3 4 | 7 8 9 |
| 48. The Faculty Senate, or some other Faculty body, should be directly involved in budget determinations. | 1 2 3 4 | 7 8 9 |
| 49. The current budget request process allows adequate opportunity for faculty input in determining the budget. | 1 2 3 4 | 7 8 9 |
| 50. The Faculty adequately understands the process involved in developing the budget. | 1 2 3 4 | 7 8 9 |
| 51. The University's efforts to secure funds other than state appropriations are adequate. | 1 2 3 4 | 7 8 9 |
| 52. UNC-W receives adequate state funding for its instructional programs. | 1 2 3 4 | 7 8 9 |
| 53. University financial resources are adequate to support my instructional activities. | 1 2 3 4 | 7 8 9 |
| 54. University financial resources are adequate to support my research activities. | 1 2 3 4 | 7 8 9 |

Part V.

Faculty Development and Policies Pertaining to Academic Freedom

- | | | |
|---|---------|-------|
| 55. I feel free to openly air my views on academic, professional or institutional issues even though they may be contrary to the views of others in my department. | 1 2 3 4 | 7 8 9 |
| 56. I feel free to openly air my views on academic, professional or institutional issues even though they may be contrary to views of others in my college or school. | 1 2 3 4 | 7 8 9 |
| 57. I feel free to openly air my views on academic, professional or institutional issues even though they may be contrary to the views of others in the University. | 1 2 3 4 | 7 8 9 |
| 58. I feel free to teach and investigate according to my professional views and standards. | 1 2 3 4 | 7 8 9 |
| 59. The institution creates an atmosphere for each individual faculty member to exercise initiative in identifying and meeting his own professional needs. | 1 2 3 4 | 7 8 9 |
| 60. There are clearly defined procedures in our hiring process. | 1 2 3 4 | 7 8 9 |

- | | | |
|---|---------|-------|
| 61. The criteria used for hiring new Faculty are consistent with the purposes and conducive to the improvement of the institution. | 1 2 3 4 | 7 8 9 |
| 62. Ample information is collected on prospective candidates for faculty positions. | 1 2 3 4 | 7 8 9 |
| 63. Search procedures for prospective faculty are adequate. | 1 2 3 4 | 7 8 9 |
| 64. Appropriate recommendations are sought and interviews are held before hiring. | 1 2 3 4 | 7 8 9 |
| 65. Policies on reappointment and non-reappointment are made clear and are consistently and fairly applied regarding retention of faculty members in tenure track positions. | 1 2 3 4 | 7 8 9 |
| 66. I am satisfied with current written policies and procedures for the termination of faculty appointments. | 1 2 3 4 | 7 8 9 |
| 67. There are clear policies concerning part-time faculty, including such matters as faculty status, tenure, contractual security, promotion, salary and fringe benefits. | 1 2 3 4 | 7 8 9 |
| 68. The current consulting and release time policy for external research provides incentive to bring in additional research for UNC-W. | 1 2 3 4 | 7 8 9 |
| 69. The processes, procedures and criteria for the granting of leaves of absence for study and research are clear. | 1 2 3 4 | 7 8 9 |
| 70. Professional growth of the faculty has generally been encouraged by the institution. | 1 2 3 4 | 7 8 9 |
| 71. The expected professional growth of each faculty member is fully explained during the initial employment interviews. | 1 2 3 4 | 7 8 9 |
| 72. Attendance at professional meetings, workshops and in-service training has been adequately recognized (salary increases, promotions, tenure, letters of recommendation, etc.) by the institution. | 1 2 3 4 | 7 8 9 |
| 73. The administration makes available sufficient work experience, workshops and in-service training to assist the faculty in its own professional growth. | 1 2 3 4 | 7 8 9 |
| 74. Do you annually submit an update of your professional activities to your file. 1 - yes 2 - no | 1 2 | |
| 75. In how many learned or professional societies do you <u>currently</u> hold membership? | <hr/> | |
| 76. To how many professional journals do you <u>currently</u> subscribe? | <hr/> | |

77.	The University encourages research and other scholarly work by: Granting reduced teaching loads to those faculty involved in a graduate program.	1 2 3 4	7 8 9
78.	The University encourages research and other scholarly work by: Providing adequate facilities (office and laboratory space).	1 2 3 4	7 8 9
79.	The University encourages research and other scholarly work by: Providing financial and other support for field work.	1 2 3 4	7 8 9
80.	The University encourages research and other scholarly work by: Providing financial assistance for participation in professional meetings, workshops and seminars.	1 2 3 4	7 8 9
81.	Sabbaticals are necessary for professional growth.	1 2 3 4	7 8 9
82.	The University encourages research and other scholarly work by: Providing leaves of absence.	1 2 3 4	7 8 9
83.	The University encourages research and other scholarly work by: Providing student assistance.	1 2 3 4	7 8 9
84.	The University encourages research and other scholarly work by: Providing recognition through promotion and salary increases.	1 2 3 4	7 8 9
85.	The University encourages research and other scholarly work by: Encouraging seminars for faculty with similar research interests.	1 2 3 4	7 8 9
86.	The University encourages research and other scholarly work by: Providing journals and books in the library to support your research interests.	1 2 3 4	7 8 9
87.	The University encourages research and other scholarly work by: Providing assistance in obtaining grants.	1 2 3 4	7 8 9
88.	The University furnishes opportunities for your professional growth by: Providing financial assistance for attendance at professional meetings, workshops and seminars.	1 2 3 4	7 8 9
89.	The University furnishes opportunities for your professional growth by: Otherwise encouraging participation in professional meetings, workshops and seminars.	1 2 3 4	7 8 9

- | | | |
|--|---------|-------|
| 90. The University furnishes opportunities for your professional growth by:
Granting leaves of absence for further study. | 1 2 3 4 | 7 8 9 |
|--|---------|-------|

Part VI.

Faculty Evaluation

- | | | |
|---|---------|-------|
| 91. Faculty competence is an important consideration in teaching assignments in my department. | 1 2 3 4 | 7 8 9 |
| 92. The procedures for granting salary increments and other types of recognition are clearly stated to the faculty by the institution. | 1 2 3 4 | 7 8 9 |
| 93. The criteria against which performance of the individual faculty members will be evaluated are well known to you. | 1 2 3 4 | 7 8 9 |
| 94. "Promotional procedures and policies" of this University "exercise a positive influence upon the morale and professional development of the Faculty." | 1 2 3 4 | 7 8 9 |
| 95. "Promotional procedures and policies" of this University "reflect regard for rank as a recognition of quality of performance and not as a substitute for salary." | 1 2 3 4 | 7 8 9 |
| 96. The quality of instruction offered by UNC-W full-time faculty is high. | 1 2 3 4 | 7 8 9 |
| 97. The quality of instruction offered by UNC-W part-time faculty is high. | 1 2 3 4 | 7 8 9 |

Part VII.

Faculty Compensation and Benefits

- | | | |
|--|---------|-------|
| 98. Faculty salaries at UNC-W are competitive with similar academic institutions. | 1 2 3 4 | 7 8 9 |
| 99. Faculty salaries at UNC-W are competitive with those for individuals with comparable training and experience employed in nonacademic institutions. | 1 2 3 4 | 7 8 9 |
| 100. The current salaries at UNC-W are satisfactory. | 1 2 3 4 | 7 8 9 |
| 101. The salaries at UNC-W are competitive with other universities in North Carolina. | 1 2 3 4 | 7 8 9 |
| 102. As a member of TIAA, I feel my retirement plan is adequate. | 1 2 3 4 | 7 8 9 |
| 103. As a member of the State Employees' Retirement System, I feel that my retirement plan is adequate. | 1 2 3 4 | 7 8 9 |

104.	The University Blue Cross-Blue Shield Health Plan is adequate for my needs.	1 2 3 4	7 8 9
105.	The University's life insurance plan is adequate.	1 2 3 4	7 8 9
106.	A dental plan should be added to UNC-W employee benefits.	1 2 3 4	7 8 9

Part VIII.

Teaching Responsibilities, Resources and Facilities

107.	Instructional resources and facilities for courses I teach are adequate.	1 2 3 4	7 8 9
108.	Classrooms are adequate for my current instructional activities.	1 2 3 4	7 8 9
109.	Laboratories are adequate for my current instructional activities.	1 2 3 4	7 8 9
110.	My faculty office space is adequate.	1 2 3 4	7 8 9
111.	Space for both small and large group activities is adequate.	1 2 3 4	7 8 9
112.	Clerical support is adequate for instructional services.	1 2 3 4	7 8 9
113.	Instructional supplies are adequate.	1 2 3 4	7 8 9
114.	Equipment to support my teaching efforts is adequate.	1 2 3 4	7 8 9
115.	Policies and procedures for purchasing instructional equipment and supplies are adequate.	1 2 3 4	7 8 9
116.	Research facilities are sufficient to support my research endeavors.	1 2 3 4	7 8 9
117.	Equipment to support my research efforts is adequate.	1 2 3 4	7 8 9
118.	Library resources for the courses I teach are adequate.	1 2 3 4	7 8 9
119.	Computer services to support my teaching efforts are adequate.	1 2 3 4	7 8 9
120.	Clerical services to support my research are adequate.	1 2 3 4	7 8 9
121.	Computer Services to support my research efforts are adequate.	1 2 3 4	7 8 9
122.	Computer Center user room facilities are adequate.	1 2 3 4	7 8 9
123.	Instructional spaces are cleaned adequately.	1 2 3 4	7 8 9
124.	Grounds are kept clean and attractive.	1 2 3 4	7 8 9
125.	Temperature of instructional spaces is properly regulated.	1 2 3 4	7 8 9

126.	Physical facilities are adequately maintained.	1 2 3 4	7 8 9
127.	Faculty recreational facilities are adequate.	1 2 3 4	7 8 9
128.	The Physical environment of the University contributes to an atmosphere conducive to learning.	1 2 3 4	7 8 9
129.	Provisions made for physically handicapped are adequate.	1 2 3 4	7 8 9
130.	The present teaching load at UNC-W is satisfactory.	1 2 3 4	7 8 9
131.	What is your current teaching load in contact hours per week including labs?	<hr/>	
132.	Teaching load credit should be given to those faculty supervising honors papers or directed individual study programs.	1 2 3 4	7 8 9
133.	Availability of and procedures governing summer teaching by faculty are satisfactory.	1 2 3 4	7 8 9
134.	Summer teaching opportunities should be established by the administration on a University-wide basis.	1 2 3 4	7 8 9
135.	Summer teaching opportunities should be established by each academic school.	1 2 3 4	7 8 9
136.	Summer teaching opportunities should be established by each academic department.	1 2 3 4	7 8 9
137.	Summer teaching opportunities should be based on academic rank.	1 2 3 4	7 8 9
138.	Summer teaching opportunities should be based on seniority.	1 2 3 4	7 8 9
139.	Summer teaching opportunities should be based on salary.	1 2 3 4	7 8 9
140.	Summer teaching opportunities should be based on academic expertise.	1 2 3 4	7 8 9
141.	Summer teaching opportunities should be based on academic program needs.	1 2 3 4	7 8 9
142.	Years teaching experience at UNC-W:	1 2 3 4	
	1. 0-2		
	2. 3-8		
	3. 9-14		
	4. 15 or more		
143.	Years full-time teaching prior to UNC-W:	1 2 3 4	
	1. 0-2		
	2. 3-8		
	3. 9-14		
	4. 15 or more		

144. Full-time college teaching experience prior to UNC-W was at: 1 2 3 4
1. Another 4 year college or university
 2. A 2 year college
 3. No prior college or university experience
 4. Part-time college teaching (other than as teaching assistant)
145. Location of your prior full-time college teaching experience: 1 2 3 4 5
1. N.C.
 2. Southern region
 3. Outside Southern region
 4. Outside U.S.A.
 5. Not applicable

Part IX

Library Resources

146. Library resources at UNC-W are currently adequate for faculty use. 1 2 3 4 7 8 9
147. Library resources at UNC-W are currently adequate for student use. 1 2 3 4 7 8 9
148. How often do you go to the Library, not counting any class meetings you may have there? 1 2 3 4 5
1. At least once a day
 2. Several times a week
 3. Once a week
 4. About once a month
 5. Less often than any of the above
149. The Library is Open: These hours are satisfactory. 1 2 3 4 7 8 9
- Monday - Thursday 8 a.m. - 11:30 p.m.
 Friday 8 a.m. - 6:30 p.m.
 Saturday 9 a.m. - 5:00 p.m.
 Sunday 2 a.m. - 11:30 p.m.
150. The general services provided by the Library Staff and their efforts to help locate materials and information are satisfactory. 1 2 3 4 7 8 9

The following special services provided by the Library are satisfactory:

151. Reserve Book 1 2 3 4 7 8 9
152. Circulation 1 2 3 4 7 8 9
153. Interlibrary Loan 1 2 3 4 7 8 9
154. Acquisitions 1 2 3 4 7 8 9
155. Reference 1 2 3 4 7 8 9
156. Bibliographic Instruction 1 2 3 4 7 8 9
157. Card Catalog 1 2 3 4 7 8 9
158. Audio-Visual 1 2 3 4 7 8 9

159.	When I visit the Library to use journals to which it subscribes, I can readily find the needed issues.	1 2 3 4	7 8 9
160.	In general, the Library is fulfilling its responsibility to support the general educational program of the University.	1 2 3 4	7 8 9
161.	The journals available in the Library are adequate to support my courses of instruction.	1 2 3 4	7 8 9
162.	The reference materials available in the Library are adequate to support my courses of instruction.	1 2 3 4	7 8 9
163.	The books in the general collection of the Library are adequate to support my research.	1 2 3 4	7 8 9

Part X.

Student Services

164.	I refer students to the Career Planning and Placement Office for job or career related services.	1 2 3 4	7 8 9
165.	I refer students to the Counseling and Testing Office.	1 2 3 4	7 8 9
166.	I refer students to the Financial Aid Office.	1 2 3 4	7 8 9
167.	I contact the Deans of Students for help in resolving non-academic student problems.	1 2 3 4	7 8 9
168.	The Career Planning and Placement Office offers students adequate counseling regarding job opportunities and selection of careers.	1 2 3 4	7 8 9
169.	I need to know more about the services of the Career Planning and Placement Service.	1 2 3 4	7 8 9
170.	The Counseling and Testing Office offers students adequate counseling regarding choice of majors and careers.	1 2 3 4	7 8 9
171.	The Counseling and Testing Office offers students adequate counseling regarding academic problems.	1 2 3 4	7 8 9
172.	The Counseling and Testing Office offers adequate counseling for students with personal or emotional problems.	1 2 3 4	7 8 9
173.	I need to know more about the services of the Counseling and Testing Office.	1 2 3 4	7 8 9
174.	Capable students with financial difficulties are able to get adequate aid from the University.	1 2 3 4	7 8 9
175.	The Deans of Students' Offices offer faculty adequate help in dealing with non-academic student problems.	1 2 3 4	7 8 9

176.	I need to know more about the services of the Deans of Students Offices.	1 2 3 4	7 8 9
177.	The Student Health Services offers adequate medical care for students.	1 2 3 4	7 8 9
178.	There is a need for an on-campus infirmary with 24 hour services.	1 2 3 4	7 8 9
179.	I need to know more about the services offered students by Wilmington Health Associates.	1 2 3 4	7 8 9
180.	The University's involvement in health education is adequate.	1 2 3 4	7 8 9
181.	The University's involvement in sex education is adequate.	1 2 3 4	7 8 9
182.	The University has made adequate provision for helping students with serious emotional problems.	1 2 3 4	7 8 9
183.	The needs of re-entering (older) students are being met by the University.	1 2 3 4	7 8 9
184.	The needs of minority students are being met by the University.	1 2 3 4	7 8 9
185.	The needs of students for whom English is a second language are being met by the University.	1 2 3 4	7 8 9
186.	Sororities and fraternities are necessary for a well-rounded college experience.	1 2 3 4	7 8 9
187.	There is adequate administrative control over fraternities and sororities.	1 2 3 4	7 8 9
188.	Sororities and fraternities sometimes interfere with the education of students.	1 2 3 4	7 8 9
189.	I would be willing to serve as an advisor to a student club or organization.	1 2 3 4	7 8 9

Part XI.

Continuing Education

190.	Continuing Education activities should be at the forefront of UNC-W educational offerings.	1 2 3 4	7 8 9
191.	Continuing Education activities should be emphasized as much as the undergraduate programs.	1 2 3 4	7 8 9
192.	Continuing Education Activities should be second priority to the undergraduate program.	1 2 3 4	7 8 9

- | | | | |
|------|--|---------|-------|
| 193. | Continuing Education activities should be just another area of UNC-W's educational offerings. | 1 2 3 4 | 7 8 9 |
| 194. | Continuing Education Activities should be decreased to low priority status. | 1 2 3 4 | 7 8 9 |
| 195. | I do not have enough time to be involved in the Continuing Education Activities of the University. | 1 2 3 4 | 7 8 9 |
| 196. | The pay scale for Continuing Education programs is insufficient. | 1 2 3 4 | 7 8 9 |
| 197. | Involvement in Continuing Education programs has limited value in faculty merit review. | 1 2 3 4 | 7 8 9 |
| 198. | My area of interest is not directly applicable to a Continuing Education program. | 1 2 3 4 | 7 8 9 |

Part XII. (Please respond to questions about Graduate Programs only if you have taught or are teaching graduate courses, or if you have been actively involved in the development or administration of graduate programs.)

Graduate Programs

- | | | | |
|------|--|---------|-------|
| 199. | The graduate admissions policy at UNC-W assures a high quality of graduate student attending the University. | 1 2 3 4 | 7 8 9 |
| 200. | Graduate students at UNC-W demonstrate superior ability in the use of the library. | 1 2 3 4 | 7 8 9 |
| 201. | Graduate students at UNC-W demonstrate superior ability in written communication. | 1 2 3 4 | 7 8 9 |
| 202. | Graduate students at UNC-W demonstrate superior ability in oral communication. | 1 2 3 4 | 7 8 9 |
| 203. | Graduate students at UNC-W demonstrate superior ability in fulfilling academic expectations. | 1 2 3 4 | 7 8 9 |
| 204. | Graduate students at UNC-W demonstrate superior ability in their level of scholarship. | 1 2 3 4 | 7 8 9 |
| 205. | Graduate programs should be expanded to include certification of secondary teachers at the Master's level in their academic subject areas. | 1 2 3 4 | 7 8 9 |
| 206. | Traditional Master's degree programs in the Arts and Sciences should be developed. | 1 2 3 4 | 7 8 9 |
| 207. | Teaching load credit should be given to those faculty supervising theses. | 1 2 3 4 | 7 8 9 |

Part XIII.

Research Activities

208. Presently there is high incentive for faculty to bring in outside or contracted research. 1 2 3 4 7 8 9
209. How many research grants do you currently hold? _____
210. Total funds from all grants held by me for the academic year 1980-81: _____
211. Indicate the types of agencies from which you receive support: 1 2 3 4 5
1. Federal
 2. State
 3. University
 4. Private Foundation
 5. Other
212. How many grants held by me are more academic in nature (funding for campus, departmental programs, educational programs, students) as opposed to research: _____
213. There is adequate release time from departmental duties for research. 1 2 3 4 7 8 9
214. Research time reduces the effectiveness of the departmental program. 1 2 3 4 7 8 9
215. I am able to maintain an active research program without release time. 1 2 3 4 7 8 9
216. I am familiar with University documents regarding contract originated studies. 1 2 3 4 7 8 9
217. I am familiar with University documents regarding salary supplements. 1 2 3 4 7 8 9
218. I am familiar with University documents regarding payments for faculty consulting. 1 2 3 4 7 8 9
219. I understand University policies on contract originated studies, salary supplements and payments for faculty consulting. 1 2 3 4 7 8 9
220. I am hampered in the pursuit of research funding. 1 2 3 4 7 8 9
221. Who takes the leadership in your department for seeking research and program improvement funding from off-campus agencies? 1 2 3 4
1. Department Chairman
 2. Committee
 3. Any Individual
 4. No one

222. Who do you think should? 1 2 3 4
1. Department Chairman
 2. Committee
 3. Any Individual
 4. No one
223. Which person or group on campus should take the leadership in developing research funding for UNC-W? 1 2 3 4 5 6
1. Office of Vice Chancellor
 2. Development Office
 3. Dean of School or College
 4. An Office or Sponsored Research
 5. Department Chairman
 6. Other
224. I understand University policies on the use of overhead funds from grant supported research. 1 2 3 4 7 8 9
225. I understand the overhead policy. 1 2 3 4 7 8 9
226. I feel the University's overhead policy is justified. 1 2 3 4 7 8 9
227. I understand UNC-W's research funding policies. 1 2 3 4 7 8 9
228. I believe research funds are expended in conformity to University policies. 1 2 3 4 7 8 9
229. Graduate teaching obligations should take priority over research responsibilities if the two are in conflict. 1 2 3 4 7 8 9
230. Undergraduate teaching obligations should take priority over research responsibilities if the two are in conflict. 1 2 3 4 7 8 9
231. My research provides funding for the following number of undergraduate students: _____
232. My research provides funding for the following number of graduate students: _____
233. Do you feel that faculty should be given reduced teaching loads when they engage in research? 1 2 3 4 5
1. always
 2. frequently
 3. sometimes
 4. seldom
 5. never
234. Are you irritated when you hear that a faculty member gets release time for research while you spend your time teaching? 1 2 3 4 5
1. always
 2. frequently
 3. sometimes
 4. seldom
 5. never

- | | | | |
|--|---|---------|-------|
| 235. | In my opinion a research supported faculty member should receive preferential treatment for release time. | 1 2 3 4 | 7 8 9 |
| 236. | In my opinion a research supported faculty member should receive preferential treatment for promotion/reappointment and other considerations. | 1 2 3 4 | 7 8 9 |
| 237. | In my opinion, a research supported faculty member should receive preferential treatment for merit salary increments. | 1 2 3 4 | 7 8 9 |
| 238. | Anticipate project support that will be generated for the next 5 years: | \$ | _____ |
| 239. | Determine project support in overhead (76% of salaries and wages) that will be generated over the next five years: | \$ | _____ |
| 240. | Additional departmental policies should be formulated relative to anticipated student involvement in research. | 1 2 3 4 | 7 8 9 |
| 241. | Additional UNC-W policies should be formulated relative to anticipated student involvement in research. | 1 2 3 4 | 7 8 9 |
| 242. | I would like formal assistance from other campus personnel in developing support for my research activities. | 1 2 3 4 | 7 8 9 |
| 243. | UNC-W needs an office of sponsored research. | 1 2 3 4 | 7 8 9 |
| 244. | My research contributes positively to my classroom teaching. | 1 2 3 4 | 7 8 9 |
| 245. | If additional assistance was provided for research, I would engage in more research activity. | 1 2 3 4 | 7 8 9 |
| I believe that the overall level of current research at UNC-W in my field contributes to: | | | |
| 246. | Faculty morale | 1 2 3 4 | 7 8 9 |
| 247. | Academic excellence | 1 2 3 4 | 7 8 9 |
| 248. | Student development | 1 2 3 4 | 7 8 9 |
| 249. | Quality of instruction | 1 2 3 4 | 7 8 9 |
| 250. | Service to the public | 1 2 3 4 | 7 8 9 |
| I believe that participation in active research enhances my academic status and career as viewed by: | | | |
| 251. | Peers at UNC-W | 1 2 3 4 | 7 8 9 |
| 252. | Administrators at UNC-W | 1 2 3 4 | 7 8 9 |
| 253. | Students at UNC-W | 1 2 3 4 | 7 8 9 |
| 254. | Professional peers | 1 2 3 4 | 7 8 9 |

Please indicate the percentage of your work time that is devoted to the following tasks:

255. Research, Artistic or Scholarly Productivity	_____
256. Classroom Teaching	_____
257. Administration and Committees	_____
258. Student Counseling and Tutorials	_____
Total	100 %

Please indicate the percentage of your time that you would prefer to allocate to the following tasks:

259. Research, Artistic or Scholarly Productivity	_____
260. Classroom Teaching	_____
261. Administration and Committees	_____
262. Student Counseling and Tutorials	_____
Total	100 %

Please use the space below to comment on any topic not covered by the questionnaire which you feel should be addressed, or to elaborate on responses already given.

1. Organization and Administration

2. Educational Programs

3. Financial Resources

4. The Faculty

5. The Library

6. Student Development Services

7. Physical Resources

8. Special Activities

9. Graduate Program

10. Research

RESULTS OF FACULTY SELF-STUDY QUESTIONNAIRE

BIOGRAPHICAL DATA

1. SCH OR COL	ARTS & SCI-175	BUSINESS- 14	EDUCATION- 17	OTHER- 2	NO RESPONSE- 6
2. SEX	MALE-154	FEMALE- 56	NO RESPONSE- 4		
3. RANK	LECTURER- 35	INSTRUCTOR- 11	ASST PROF- 87	ASSO PROF- 41	PROFESSOR- 37
4. STATUS	TENURED- 95	NOT TENURED-116	NO RESPONSE- 3		NO RESPONSE- 3
5. HIGHEST DEGREE	DOCTORATE-143	MASTERS- 60	BACHELORS- 6	SPECIALIST- 1	NO RESPONSE- 4
6. LOCATION OF INSTITUTION	AWARDING HIGHEST DEGREE	NC- 63	SOUTH- 58	OUTSIDE USA- 7	NO RESPONSE- 5
7. EMPLOY STATUS	FULL-TIME-197	PART-TIME- 14	NO RESPONSE- 3		
8. AGE RANGE	20-35- 78	36-50- 96	51-65- 33	OVER 65- 3	NO RESPONSE- 4

SURVEY RESPONSES

QUES NO- 1	STRNG	AGR- 17	AGREE- 86	DISAGREE- 14	STRNG	DSAG- 2	AVG-2.1	DONT KNOW- 72	NO OPINION- 19	NOT APPLIC- 0	NR- 4
QUES NO- 2	STRNG	AGR- 3	AGREE- 60	DISAGREE- 58	STRNG	DSAG- 13	AVG-3.1	DONT KNOW- 70	NO OPINION- 7	NOT APPLIC- 0	NR- 3
QUES NO- 3	STRNG	AGR- 17	AGREE- 84	DISAGREE- 26	STRNG	DSAG- 3	AVG-2.3	DONT KNOW- 68	NO OPINION- 14	NOT APPLIC- 0	NR- 2
QUES NO- 4	STRNG	AGR- 5	AGREE- 63	DISAGREE- 64	STRNG	DSAG- 14	AVG-3.1	DONT KNOW- 58	NO OPINION- 8	NOT APPLIC- 0	NR- 2
QUES NO- 5	STRNG	AGR- 13	AGREE- 73	DISAGREE- 68	STRNG	DSAG- 31	AVG-3.2	DONT KNOW- 21	NO OPINION- 6	NOT APPLIC- 0	NR- 2
QUES NO- 6	STRNG	AGR- 15	AGREE- 96	DISAGREE- 50	STRNG	DSAG- 21	AVG-2.8	DONT KNOW- 25	NO OPINION- 6	NOT APPLIC- 0	NR- 1
QUES NO- 7	STRNG	AGR- 11	AGREE- 88	DISAGREE- 37	STRNG	DSAG- 10	AVG-2.6	DONT KNOW- 46	NO OPINION- 19	NOT APPLIC- 0	NR- 3
QUES NO- 8	STRNG	AGR- 38	AGREE-101	DISAGREE- 37	STRNG	DSAG- 14	AVG-2.4	DONT KNOW- 14	NO OPINION- 7	NOT APPLIC- 1	NR- 2
QUES NO- 9	STRNG	AGR- 10	AGREE- 73	DISAGREE- 47	STRNG	DSAG- 17	AVG-2.9	DONT KNOW- 54	NO OPINION- 10	NOT APPLIC- 2	NR- 1
QUES NO- 10	STRNG	AGR- 9	AGREE- 63	DISAGREE- 20	STRNG	DSAG- 3	AVG-2.4	DONT KNOW- 95	NO OPINION- 20	NOT APPLIC- 2	NR- 2
QUES NO- 11	STRNG	AGR- 9	AGREE- 89	DISAGREE- 60	STRNG	DSAG- 9	AVG-2.8	DONT KNOW- 36	NO OPINION- 10	NOT APPLIC- 0	NR- 1
QUES NO- 12	STRNG	AGR- 6	AGREE- 73	DISAGREE- 24	STRNG	DSAG- 2	AVG-2.5	DONT KNOW- 85	NO OPINION- 21	NOT APPLIC- 0	NR- 3
QUES NO- 13	STRNG	AGR- 6	AGREE- 94	DISAGREE- 30	STRNG	DSAG- 9	AVG-2.6	DONT KNOW- 55	NO OPINION- 16	NOT APPLIC- 0	NR- 2
QUES NO- 14	STRNG	AGR- 7	AGREE-109	DISAGREE- 42	STRNG	DSAG- 13	AVG-2.7	DONT KNOW- 29	NO OPINION- 10	NOT APPLIC- 0	NR- 4
QUES NO- 15	STRNG	AGR- 6	AGREE- 93	DISAGREE- 57	STRNG	DSAG- 27	AVG-3.0	DONT KNOW- 17	NO OPINION- 9	NOT APPLIC- 1	NR- 4
QUES NO- 16	STRNG	AGR- 9	AGREE- 72	DISAGREE- 71	STRNG	DSAG- 36	AVG-3.3	DONT KNOW- 19	NO OPINION- 5	NOT APPLIC- 0	NR- 2
QUES NO- 17	STRNG	AGR- 14	AGREE- 67	DISAGREE- 61	STRNG	DSAG- 49	AVG-3.3	DONT KNOW- 16	NO OPINION- 4	NOT APPLIC- 0	NR- 3

QUES NO- 18	STRNG	AGR- 20	AGREE-117	DISAGREE- 54	STRNG	DSAG- 6	AVG-2.5	DONT KNOW- 11	NO OPINION-	4 NOT APPLIC-	0 NR-	2
QUES NO- 19	STRNG	AGR- 14	AGREE- 82	DISAGREE- 44	STRNG	DSAG- 14	AVG-2.8	DONT KNOW- 48	NO OPINION-	9 NOT APPLIC-	0 NR-	3
QUES NO- 20	STRNG	AGR- 3	AGREE- 30	DISAGREE- 18	STRNG	DSAG- 7	AVG-2.9	DONT KNOW-138	NO OPINION-	15 NOT APPLIC-	1 NR-	2
QUES NO- 21	STRNG	AGR- 3	AGREE- 9	DISAGREE- 17	STRNG	DSAG- 11	AVG-3.6	DONT KNOW-155	NO OPINION-	14 NOT APPLIC-	2 NR-	3
QUES NO- 22	STRNG	AGR- 5	AGREE- 53	DISAGREE- 29	STRNG	DSAG- 20	AVG-3.1	DONT KNOW- 90	NO OPINION-	14 NOT APPLIC-	1 NR-	2
QUES NO- 23	STRNG	AGR- 4	AGREE- 17	DISAGREE- 19	STRNG	DSAG- 13	AVG-3.4	DONT KNOW-143	NO OPINION-	14 NOT APPLIC-	2 NR-	2
QUES NO- 24	STRNG	AGR- 7	AGREE- 49	DISAGREE- 35	STRNG	DSAG- 15	AVG-3.0	DONT KNOW- 92	NO OPINION-	13 NOT APPLIC-	0 NR-	3
QUES NO- 25	STRNG	AGR- 2	AGREE- 29	DISAGREE- 23	STRNG	DSAG- 13	AVG-3.2	DONT KNOW-131	NO OPINION-	13 NOT APPLIC-	1 NR-	2
QUES NO- 26	STRNG	AGR- 3	AGREE- 33	DISAGREE- 30	STRNG	DSAG- 21	AVG-3.4	DONT KNOW-113	NO OPINION-	11 NOT APPLIC-	1 NR-	2
QUES NO- 27	STRNG	AGR- 1	AGREE- 18	DISAGREE- 17	STRNG	DSAG- 19	AVG-3.6	DONT KNOW-141	NO OPINION-	14 NOT APPLIC-	1 NR-	3
QUES NO- 28	STRNG	AGR- 3	AGREE- 45	DISAGREE- 92	STRNG	DSAG- 31	AVG-3.6	DONT KNOW- 38	NO OPINION-	2 NOT APPLIC-	0 NR-	3
QUES NO- 29	STRNG	AGR- 5	AGREE- 53	DISAGREE- 81	STRNG	DSAG- 26	AVG-3.4	DONT KNOW- 41	NO OPINION-	5 NOT APPLIC-	0 NR-	3
QUES NO- 30	STRNG	AGR- 3	AGREE- 57	DISAGREE- 67	STRNG	DSAG- 38	AVG-3.5	DONT KNOW- 40	NO OPINION-	5 NOT APPLIC-	0 NR-	4
QUES NO- 31	STRNG	AGR- 2	AGREE- 35	DISAGREE- 81	STRNG	DSAG- 44	AVG-3.8	DONT KNOW- 49	NO OPINION-	2 NOT APPLIC-	0 NR-	1
QUES NO- 32	STRNG	AGR- 5	AGREE- 55	DISAGREE- 75	STRNG	DSAG- 35	AVG-3.5	DONT KNOW- 39	NO OPINION-	4 NOT APPLIC-	0 NR-	1
QUES NO- 33	STRNG	AGR- 12	AGREE-110	DISAGREE- 49	STRNG	DSAG- 17	AVG-2.7	DONT KNOW- 22	NO OPINION-	3 NOT APPLIC-	0 NR-	1
QUES NO- 34	STRNG	AGR- 67	AGREE-101	DISAGREE- 19	STRNG	DSAG- 10	AVG-2.0	DONT KNOW- 12	NO OPINION-	1 NOT APPLIC-	3 NR-	1
QUES NO- 35	STRNG	AGR- 56	AGREE-105	DISAGREE- 24	STRNG	DSAG- 4	AVG-2.0	DONT KNOW- 13	NO OPINION-	10 NOT APPLIC-	0 NR-	2
QUES NO- 36	STRNG	AGR- 66	AGREE- 79	DISAGREE- 33	STRNG	DSAG- 13	AVG-2.2	DONT KNOW- 12	NO OPINION-	9 NOT APPLIC-	1 NR-	1
QUES NO- 37	STRNG	AGR-127	AGREE- 83	DISAGREE- 1	STRNG	DSAG- 0	AVG-1.4	DONT KNOW- 0	NO OPINION-	0 NOT APPLIC-	3 NR-	0
QUES NO- 38	STRNG	AGR- 34	AGREE- 91	DISAGREE- 62	STRNG	DSAG- 15	AVG-2.7	DONT KNOW- 5	NO OPINION-	3 NOT APPLIC-	4 NR-	0
QUES NO- 39	STRNG	AGR-106	AGREE- 93	DISAGREE- 10	STRNG	DSAG- 1	AVG-1.6	DONT KNOW- 2	NO OPINION-	0 NOT APPLIC-	0 NR-	2
QUES NO- 40	STRNG	AGR- 38	AGREE-110	DISAGREE- 32	STRNG	DSAG- 10	AVG-2.3	DONT KNOW- 17	NO OPINION-	3 NOT APPLIC-	3 NR-	1
QUES NO- 41	STRNG	AGR- 80	AGREE- 46	DISAGREE- 48	STRNG	DSAG- 23	AVG-2.4	DONT KNOW- 7	NO OPINION-	8 NOT APPLIC-	0 NR-	2
QUES NO- 42	STRNG	AGR- 62	AGREE-128	DISAGREE- 11	STRNG	DSAG- 4	AVG-1.9	DONT KNOW- 8	NO OPINION-	0 NOT APPLIC-	0 NR-	1
QUES NO- 43	STRNG	AGR- 57	AGREE-108	DISAGREE- 16	STRNG	DSAG- 8	AVG-2.0	DONT KNOW- 19	NO OPINION-	2 NOT APPLIC-	2 NR-	2
QUES NO- 44	STRNG	AGR- 23	AGREE- 83	DISAGREE- 60	STRNG	DSAG- 16	AVG-2.8	DONT KNOW- 27	NO OPINION-	3 NOT APPLIC-	1 NR-	1
QUES NO- 45	STRNG	AGR- 7	AGREE- 16	DISAGREE- 80	STRNG	DSAG- 93	AVG-4.2	DONT KNOW- 7	NO OPINION-	7 NOT APPLIC-	2 NR-	2
QUES NO- 46	STRNG	AGR- 79	AGREE-103	DISAGREE- 19	STRNG	DSAG- 5	AVG-1.9	DONT KNOW- 3	NO OPINION-	1 NOT APPLIC-	3 NR-	1
QUES NO- 47	STRNG	AGR- 14	AGREE-104	DISAGREE- 40	STRNG	DSAG- 19	AVG-2.7	DONT KNOW- 34	NO OPINION-	1 NOT APPLIC-	1 NR-	1

QUES NO- 48	STRNG	AGR- 35	AGREE- 67	DISAGREE- 48	STRNG	DSAG- 30	AVG-2.8	DONT KNOW- 21	NO OPINION- 11	NOT APPLIC- 0	NR- 2
QUES NO- 49	STRNG	AGR- 12	AGREE- 55	DISAGREE- 65	STRNG	DSAG- 40	AVG-3.4	DONT KNOW- 37	NO OPINION- 3	NOT APPLIC- 0	NR- 2
QUES NO- 50	STRNG	AGR- 8	AGREE- 46	DISAGREE- 76	STRNG	DSAG- 35	AVG-3.5	DONT KNOW- 47	NO OPINION- 1	NOT APPLIC- 0	NR- 1
QUES NO- 51	STRNG	AGR- 2	AGREE- 15	DISAGREE- 69	STRNG	DSAG- 55	AVG-4.1	DONT KNOW- 68	NO OPINION- 4	NOT APPLIC- 0	NR- 1
QUES NO- 52	STRNG	AGR- 2	AGREE- 30	DISAGREE- 80	STRNG	DSAG- 64	AVG-4.0	DONT KNOW- 33	NO OPINION- 4	NOT APPLIC- 0	NR- 1
QUES NO- 53	STRNG	AGR- 5	AGREE- 87	DISAGREE- 61	STRNG	DSAG- 47	AVG-3.3	DONT KNOW- 7	NO OPINION- 2	NOT APPLIC- 4	NR- 1
QUES NO- 54	STRNG	AGR- 3	AGREE- 37	DISAGREE- 47	STRNG	DSAG- 90	AVG-4.0	DONT KNOW- 11	NO OPINION- 5	NOT APPLIC- 20	NR- 1
QUES NO- 55	STRNG	AGR- 79	AGREE- 90	DISAGREE- 22	STRNG	DSAG- 20	AVG-2.1	DONT KNOW- 0	NO OPINION- 2	NOT APPLIC- 0	NR- 1
QUES NO- 56	STRNG	AGR- 63	AGREE- 92	DISAGREE- 36	STRNG	DSAG- 19	AVG-2.3	DONT KNOW- 1	NO OPINION- 1	NOT APPLIC- 2	NR- 0
QUES NO- 57	STRNG	AGR- 59	AGREE- 90	DISAGREE- 40	STRNG	DSAG- 21	AVG-2.4	DONT KNOW- 2	NO OPINION- 2	NOT APPLIC- 0	NR- 0
QUES NO- 58	STRNG	AGR- 84	AGREE-103	DISAGREE- 16	STRNG	DSAG- 6	AVG-1.8	DONT KNOW- 0	NO OPINION- 2	NOT APPLIC- 1	NR- 2
QUES NO- 59	STRNG	AGR- 35	AGREE- 95	DISAGREE- 50	STRNG	DSAG- 19	AVG-2.6	DONT KNOW- 9	NO OPINION- 4	NOT APPLIC- 0	NR- 2
QUES NO- 60	STRNG	AGR- 57	AGREE- 86	DISAGREE- 25	STRNG	DSAG- 15	AVG-2.2	DONT KNOW- 26	NO OPINION- 2	NOT APPLIC- 1	NR- 2
QUES NO- 61	STRNG	AGR- 35	AGREE- 92	DISAGREE- 31	STRNG	DSAG- 21	AVG-2.5	DONT KNOW- 27	NO OPINION- 4	NOT APPLIC- 1	NR- 3
QUES NO- 62	STRNG	AGR- 60	AGREE-104	DISAGREE- 13	STRNG	DSAG- 3	AVG-1.9	DONT KNOW- 26	NO OPINION- 6	NOT APPLIC- 1	NR- 1
QUES NO- 63	STRNG	AGR- 49	AGREE- 91	DISAGREE- 32	STRNG	DSAG- 10	AVG-2.2	DONT KNOW- 25	NO OPINION- 3	NOT APPLIC- 1	NR- 3
QUES NO- 64	STRNG	AGR- 68	AGREE-109	DISAGREE- 8	STRNG	DSAG- 7	AVG-1.8	DONT KNOW- 17	NO OPINION- 1	NOT APPLIC- 1	NR- 3
QUES NO- 65	STRNG	AGR- 31	AGREE- 72	DISAGREE- 38	STRNG	DSAG- 30	AVG-2.8	DONT KNOW- 33	NO OPINION- 6	NOT APPLIC- 1	NR- 3
QUES NO- 66	STRNG	AGR- 21	AGREE- 96	DISAGREE- 26	STRNG	DSAG- 20	AVG-2.6	DONT KNOW- 29	NO OPINION- 18	NOT APPLIC- 1	NR- 3
QUES NO- 67	STRNG	AGR- 18	AGREE- 70	DISAGREE- 47	STRNG	DSAG- 21	AVG-2.9	DONT KNOW- 46	NO OPINION- 8	NOT APPLIC- 1	NR- 3
QUES NO- 68	STRNG	AGR- 4	AGREE- 31	DISAGREE- 48	STRNG	DSAG- 48	AVG-3.8	DONT KNOW- 67	NO OPINION- 9	NOT APPLIC- 4	NR- 3
QUES NO- 69	STRNG	AGR- 4	AGREE- 56	DISAGREE- 64	STRNG	DSAG- 31	AVG-3.4	DONT KNOW- 47	NO OPINION- 10	NOT APPLIC- 0	NR- 2
QUES NO- 70	STRNG	AGR- 13	AGREE-102	DISAGREE- 55	STRNG	DSAG- 23	AVG-2.9	DONT KNOW- 12	NO OPINION- 6	NOT APPLIC- 0	NR- 3
QUES NO- 71	STRNG	AGR- 14	AGREE- 57	DISAGREE- 61	STRNG	DSAG- 38	AVG-3.3	DONT KNOW- 33	NO OPINION- 3	NOT APPLIC- 5	NR- 3
QUES NO- 72	STRNG	AGR- 8	AGREE- 44	DISAGREE- 55	STRNG	DSAG- 57	AVG-3.7	DONT KNOW- 34	NO OPINION- 12	NOT APPLIC- 2	NR- 2
QUES NO- 73	STRNG	AGR- 3	AGREE- 24	DISAGREE- 93	STRNG	DSAG- 58	AVG-4.0	DONT KNOW- 23	NO OPINION- 8	NOT APPLIC- 0	NR- 5
QUES NO- 74	YES-161	NO- 43	NR- 10								
QUES NO- 75	NO OF RESP-200	LOW- 1	HIGH- 11	AVERAGE- 4							
QUES NO- 76	NO OF RESP-196	LOW- 1	HIGH- 14	AVERAGE- 4							
QUES NO- 77	STRNG	AGR- 8	AGREE- 24	DISAGREE- 19	STRNG	DSAG- 33	AVG-3.5	DONT KNOW- 97	NO OPINION- 15	NOT APPLIC- 14	NR- 4

QUES NO- 78	STRNG	AGR- 7	AGREE- 63	DISAGREE- 47	STRNG	DSAG- 51	AVG-3.4	DONT	KNOW- 32	NO	OPINION-	6	NOT	APPLIC-	4	NR-	4
QUES NO- 79	STRNG	AGR- 3	AGREE- 29	DISAGREE- 61	STRNG	DSAG- 66	AVG-4.0	DONT	KNOW- 42	NO	OPINION-	8	NOT	APPLIC-	1	NR-	4
QUES NO- 80	STRNG	AGR- 8	AGREE- 52	DISAGREE- 57	STRNG	DSAG- 78	AVG-3.7	DONT	KNOW- 13	NO	OPINION-	2	NOT	APPLIC-	1	NR-	3
QUES NO- 81	STRNG	AGR-104	AGREE- 60	DISAGREE- 22	STRNG	DSAG- 4	AVG-1.7	DONT	KNOW- 13	NO	UPINION-	5	NOT	APPLIC-	1	NR-	5
QUES NO- 82	STRNG	AGR- 8	AGREE- 78	DISAGREE- 32	STRNG	DSAG- 26	AVG-2.9	DONT	KNOW- 58	NO	OPINION-	6	NOT	APPLIC-	3	NR-	3
QUES NO- 83	STRNG	AGR- 6	AGREE- 67	DISAGREE- 58	STRNG	DSAG- 34	AVG-3.3	DONT	KNOW- 35	NO	OPINION-	8	NOT	APPLIC-	3	NR-	3
QUES NO- 84	STRNG	AGR- 18	AGREE-104	DISAGREE- 31	STRNG	DSAG- 23	AVG-2.6	DONT	KNOW- 31	NO	OPINION-	4	NOT	APPLIC-	0	NR-	3
QUES NO- 85	STRNG	AGR- 5	AGREE- 33	DISAGREE- 67	STRNG	DSAG- 41	AVG-3.7	DONT	KNOW- 54	NO	OPINION-	9	NOT	APPLIC-	0	NR-	5
QUES NO- 86	STRNG	AGR- 44	AGREE-131	DISAGREE- 15	STRNG	DSAG- 10	AVG-2.1	DONT	KNOW- 9	NO	OPINION-	1	NOT	APPLIC-	1	NR-	3
QUES NO- 87	STRNG	AGR- 9	AGREE- 77	DISAGREE- 45	STRNG	DSAG- 25	AVG-3.0	DONT	KNOW- 50	NO	OPINION-	5	NOT	APPLIC-	0	NR-	3
QUES NO- 88	STRNG	AGR- 4	AGREE- 53	DISAGREE- 55	STRNG	DSAG- 91	AVG-3.9	DONT	KNOW- 5	NO	OPINION-	2	NOT	APPLIC-	1	NR-	3
QUES NO- 89	STRNG	AGR- 9	AGREE- 92	DISAGREE- 52	STRNG	DSAG- 35	AVG-3.1	DONT	KNOW- 14	NO	OPINION-	7	NOT	APPLIC-	1	NR-	4
QUES NO- 90	STRNG	AGR- 10	AGREE- 73	DISAGREE- 30	STRNG	DSAG- 24	AVG-2.9	DONT	KNOW- 58	NO	OPINION-	11	NOT	APPLIC-	3	NR-	5
QUES NO- 91	STRNG	AGR- 57	AGREE-101	DISAGREE- 24	STRNG	DSAG- 16	AVG-2.2	DONT	KNOW- 10	NO	OPINION-	2	NOT	APPLIC-	3	NR-	1
QUES NO- 92	STRNG	AGR- 8	AGREE- 57	DISAGREE- 87	STRNG	DSAG- 37	AVG-3.5	DONT	KNOW- 20	NO	OPINION-	2	NOT	APPLIC-	1	NR-	2
QUES NO- 93	STRNG	AGR- 22	AGREE- 77	DISAGREE- 69	STRNG	DSAG- 38	AVG-3.1	DONT	KNOW- 6	NO	OPINION-	0	NOT	APPLIC-	0	NR-	2
QUES NO- 94	STRNG	AGR- 13	AGREE- 50	DISAGREE- 70	STRNG	DSAG- 34	AVG-3.4	DONT	KNOW- 30	NO	OPINION-	13	NOT	APPLIC-	1	NR-	3
QUES NO- 95	STRNG	AGR- 10	AGREE- 61	DISAGREE- 35	STRNG	DSAG- 18	AVG-2.9	DONT	KNOW- 57	NO	OPINION-	24	NOT	APPLIC-	2	NR-	7
QUES NO- 96	STRNG	AGR- 24	AGREE-123	DISAGREE- 25	STRNG	DSAG- 5	AVG-2.2	DONT	KNOW- 26	NO	OPINION-	8	NOT	APPLIC-	0	NR-	3
QUES NO- 97	STRNG	AGR- 18	AGREE- 80	DISAGREE- 23	STRNG	DSAG- 1	AVG-2.3	DONT	KNOW- 72	NO	OPINION-	16	NOT	APPLIC-	2	NR-	2
QUES NO- 98	STRNG	AGR- 11	AGREE-105	DISAGREE- 48	STRNG	DSAG- 20	AVG-2.8	DONT	KNOW- 23	NO	OPINION-	4	NOT	APPLIC-	0	NR-	3
QUES NO- 99	STRNG	AGR- 3	AGREE- 13	DISAGREE- 72	STRNG	DSAG- 94	AVG-4.3	DONT	KNOW- 24	NO	OPINION-	3	NOT	APPLIC-	1	NR-	4
QUES NO-100	STRNG	AGR- 4	AGREE- 56	DISAGREE- 95	STRNG	DSAG- 46	AVG-3.6	DONT	KNOW- 7	NO	OPINION-	3	NOT	APPLIC-	0	NR-	3
QUES NO-101	STRNG	AGR- 7	AGREE- 70	DISAGREE- 68	STRNG	DSAG- 21	AVG-3.2	DONT	KNOW- 38	NO	OPINION-	7	NOT	APPLIC-	0	NR-	3
QUES NO-102	STRNG	AGR- 12	AGREE- 49	DISAGREE- 13	STRNG	DSAG- 2	AVG-2.3	DONT	KNOW- 13	NO	OPINION-	16	NOT	APPLIC-101	NR-	8	
QUES NO-103	STRNG	AGR- 10	AGREE- 63	DISAGREE- 36	STRNG	DSAG- 15	AVG-2.9	DONT	KNOW- 18	NO	OPINION-	11	NOT	APPLIC-	54	NR-	7
QUES NO-104	STRNG	AGR- 25	AGREE-110	DISAGREE- 45	STRNG	DSAG- 20	AVG-2.6	DONT	KNOW- 1	NO	UPINION-	1	NOT	APPLIC-	10	NR-	2
QUES NO-105	STRNG	AGR- 18	AGREE-118	DISAGREE- 22	STRNG	DSAG- 11	AVG-2.3	DONT	KNOW- 16	NO	OPINION-	11	NOT	APPLIC-	16	NR-	2
QUES NO-106	STRNG	AGR-127	AGREE- 48	DISAGREE- 7	STRNG	DSAG- 8	AVG-1.5	DONT	KNOW- 9	NO	OPINION-	8	NOT	APPLIC-	6	NR-	1
QUES NO-107	STRNG	AGR- 23	AGREE-106	DISAGREE- 55	STRNG	DSAG- 26	AVG-2.8	DONT	KNOW- 0	NO	OPINION-	0	NOT	APPLIC-	3	NR-	1

QUES NO-108	STRNG	AGR- 23	AGREE-107	DISAGREE- 47	STRNG	DSAG- 32	AVG-2.8	DONT KNOW- 0	NO OPINION-	1 NOT APPLIC-	3 NR-	1
QUES NO-109	STRNG	AGR- 9	AGREE- 54	DISAGREE- 35	STRNG	DSAG- 31	AVG-3.2	DONT KNOW- 6	NO OPINION-	2 NOT APPLIC-	73 NR-	4
QUES NO-110	STRNG	AGR- 45	AGREE-101	DISAGREE- 26	STRNG	DSAG- 37	AVG-2.6	DONT KNOW- 0	NO OPINION-	1 NOT APPLIC-	3 NR-	1
QUES NO-111	STRNG	AGR- 17	AGREE- 64	DISAGREE- 77	STRNG	DSAG- 45	AVG-3.3	DONT KNOW- 5	NO OPINION-	4 NOT APPLIC-	1 NR-	1
QUES NO-112	STRNG	AGR- 24	AGREE-102	DISAGREE- 50	STRNG	DSAG- 32	AVG-2.8	DONT KNOW- 3	NO OPINION-	0 NOT APPLIC-	2 NR-	1
QUES NO-113	STRNG	AGR- 20	AGREE-126	DISAGREE- 43	STRNG	DSAG- 20	AVG-2.6	DONT KNOW- 1	NO OPINION-	1 NOT APPLIC-	2 NR-	1
QUES NO-114	STRNG	AGR- 16	AGREE- 93	DISAGREE- 55	STRNG	DSAG- 43	AVG-3.1	DONT KNOW- 1	NO OPINION-	0 NOT APPLIC-	5 NR-	1
QUES NO-115	STRNG	AGR- 16	AGREE-101	DISAGREE- 46	STRNG	DSAG- 27	AVG-2.8	DONT KNOW- 17	NO OPINION-	3 NOT APPLIC-	3 NR-	1
QUES NO-116	STRNG	AGR- 7	AGREE- 64	DISAGREE- 50	STRNG	DSAG- 49	AVG-3.4	DONT KNOW- 9	NO OPINION-	4 NOT APPLIC-	30 NR-	1
QUES NO-117	STRNG	AGR- 8	AGREE- 50	DISAGREE- 40	STRNG	DSAG- 51	AVG-3.5	DONT KNOW- 10	NO OPINION-	5 NOT APPLIC-	48 NR-	2
QUES NO-118	STRNG	AGR- 38	AGREE-140	DISAGREE- 24	STRNG	DSAG- 7	AVG-2.1	DONT KNOW- 0	NO OPINION-	0 NOT APPLIC-	3 NR-	2
QUES NO-119	STRNG	AGR- 15	AGREE- 99	DISAGREE- 17	STRNG	DSAG- 11	AVG-2.4	DONT KNOW- 11	NO OPINION-	8 NOT APPLIC-	50 NR-	3
QUES NO-120	STRNG	AGR- 11	AGREE- 79	DISAGREE- 43	STRNG	DSAG- 35	AVG-3.1	DONT KNOW- 12	NO OPINION-	3 NOT APPLIC-	29 NR-	2
QUES NO-121	STRNG	AGR- 9	AGREE- 81	DISAGREE- 19	STRNG	DSAG- 20	AVG-2.7	DONT KNOW- 12	NO OPINION-	8 NOT APPLIC-	62 NR-	3
QUES NO-122	STRNG	AGR- 6	AGREE- 65	DISAGREE- 25	STRNG	DSAG- 18	AVG-2.9	DONT KNOW- 41	NO OPINION-	18 NOT APPLIC-	38 NR-	3
QUES NO-123	STRNG	AGR- 23	AGREE-103	DISAGREE- 51	STRNG	DSAG- 29	AVG-2.8	DONT KNOW- 3	NO OPINION-	1 NOT APPLIC-	1 NR-	3
QUES NO-124	STRNG	AGR- 46	AGREE-147	DISAGREE- 11	STRNG	DSAG- 6	AVG-2.0	DONT KNOW- 0	NO OPINION-	1 NOT APPLIC-	2 NR-	1
QUES NO-125	STRNG	AGR- 6	AGREE- 72	DISAGREE- 74	STRNG	DSAG- 56	AVG-3.5	DONT KNOW- 1	NO OPINION-	3 NOT APPLIC-	1 NR-	1
QUES NO-126	STRNG	AGR- 23	AGREE-138	DISAGREE- 38	STRNG	DSAG- 11	AVG-2.4	DONT KNOW- 3	NO OPINION-	1 NOT APPLIC-	0 NR-	0
QUES NO-127	STRNG	AGR- 19	AGREE-100	DISAGREE- 30	STRNG	DSAG- 23	AVG-2.6	DONT KNOW- 24	NO OPINION-	14 NOT APPLIC-	2 NR-	2
QUES NO-128	STRNG	AGR- 27	AGREE-141	DISAGREE- 23	STRNG	DSAG- 9	AVG-2.2	DONT KNOW- 3	NO OPINION-	9 NOT APPLIC-	1 NR-	1
QUES NO-129	STRNG	AGR- 20	AGREE-111	DISAGREE- 23	STRNG	DSAG- 11	AVG-2.4	DONT KNOW- 35	NO OPINION-	12 NOT APPLIC-	2 NR-	0
QUES NO-130	STRNG	AGR- 19	AGREE-102	DISAGREE- 50	STRNG	DSAG- 33	AVG-2.9	DONT KNOW- 3	NO OPINION-	2 NOT APPLIC-	3 NR-	2
QUES NO-131	NO OF RESP-191 LOW- 1				HIGH- 50				AVERAGE- 11			
QUES NO-132	STRNG	AGR- 51	AGREE- 98	DISAGREE- 35	STRNG	DSAG- 10	AVG-2.3	DONT KNOW- 9	NO OPINION-	9 NOT APPLIC-	2 NR-	0
QUES NO-133	STRNG	AGR- 8	AGREE- 57	DISAGREE- 74	STRNG	DSAG- 44	AVG-3.5	DONT KNOW- 14	NO OPINION-	10 NOT APPLIC-	5 NR-	2
QUES NO-134	STRNG	AGR- 14	AGREE- 30	DISAGREE- 72	STRNG	DSAG- 51	AVG-3.7	DONT KNOW- 18	NO OPINION-	20 NOT APPLIC-	6 NR-	3
QUES NO-135	STRNG	AGR- 15	AGREE- 42	DISAGREE- 72	STRNG	DSAG- 41	AVG-3.5	DONT KNOW- 17	NO OPINION-	20 NOT APPLIC-	4 NR-	3
QUES NO-136	STRNG	AGR- 55	AGREE- 88	DISAGREE- 18	STRNG	DSAG- 11	AVG-2.1	DONT KNOW- 15	NO OPINION-	17 NOT APPLIC-	6 NR-	4
QUES NO-137	STRNG	AGR- 10	AGREE- 28	DISAGREE- 64	STRNG	DSAG- 84	AVG-4.0	DONT KNOW- 10	NO OPINION-	12 NOT APPLIC-	3 NR-	3

QUES NO-138	STRNG	AGR- 13	AGREE- 34	DISAGREE- 52	STRNG	DSAG- 86	AVG-3.9	DONT KNOW- 13	NO OPINION- 11	NOT APPLIC- 3	NR- 2
QUES NO-139	STRNG	AGR- 1	AGREE- 18	DISAGREE- 68	STRNG	DSAG- 95	AVG-4.3	DONT KNOW- 13	NO OPINION- 12	NOT APPLIC- 4	NR- 3
QUES NO-140	STRNG	AGR- 48	AGREE- 94	DISAGREE- 21	STRNG	DSAG- 22	AVG-2.3	DONT KNOW- 11	NO OPINION- 13	NOT APPLIC- 3	NR- 2
QUES NO-141	STRNG	AGR- 83	AGREE-106	DISAGREE- 0	STRNG	DSAG- 5	AVG-1.6	DONT KNOW- 5	NO OPINION- 8	NOT APPLIC- 3	NR- 4
QUES NO-142	RESP	# 1- 59	RESP # 2- 75	RESP # 3- 40	RESP	# 4- 37		NR- 3			
QUES NO-143	RESP	# 1-112	RESP # 2- 61	RESP # 3- 27	RESP	# 4- 12		NR- 2			
QUES NO-144	RESP	# 1-102	RESP # 2- 13	RESP # 3- 74	RESP	# 4- 17		NR- 8			
QUES NO-145	RESP	# 1- 31	RESP # 2- 47	RESP # 3- 47	RESP	# 4- 4		RESP # 5- 77	NR- 8		
QUES NO-146	STRNG	AGR- 22	AGREE-112	DISAGREE- 52	STRNG	DSAG- 18	AVG-2.7	DONT KNOW- 6	NO OPINION- 0	NOT APPLIC- 0	NR- 4
QUES NO-147	STRNG	AGR- 33	AGREE-135	DISAGREE- 31	STRNG	DSAG- 3	AVG-2.2	DONT KNOW- 9	NO OPINION- 0	NOT APPLIC- 0	NR- 3
QUES NO-148	RESP	# 1- 22	RESP # 2- 64	RESP # 3- 77	RESP	# 4- 44		RESP # 5- 5	NR- 2		
QUES NO-149	STRNG	AGR- 54	AGREE-114	DISAGREE- 26	STRNG	DSAG- 14	AVG-2.2	DONT KNOW- 2	NO OPINION- 0	NOT APPLIC- 2	NR- 2
QUES NO-150	STRNG	AGR- 95	AGREE-104	DISAGREE- 5	STRNG	DSAG- 0	AVG-1.6	DONT KNOW- 7	NO OPINION- 2	NOT APPLIC- 0	NR- 1
QUES NO-151	STRNG	AGR- 56	AGREE-127	DISAGREE- 2	STRNG	DSAG- 1	AVG-1.7	DONT KNOW- 14	NO OPINION- 7	NOT APPLIC- 3	NR- 4
QUES NO-152	STRNG	AGR- 57	AGREE-127	DISAGREE- 4	STRNG	DSAG- 0	AVG-1.7	DONT KNOW- 13	NO OPINION- 8	NOT APPLIC- 1	NR- 4
QUES NO-153	STRNG	AGR- 54	AGREE-104	DISAGREE- 18	STRNG	DSAG- 5	AVG-2.0	DONT KNOW- 21	NO OPINION- 8	NOT APPLIC- 1	NR- 3
QUES NO-154	STRNG	AGR- 59	AGREE-114	DISAGREE- 11	STRNG	DSAG- 4	AVG-1.9	DONT KNOW- 16	NO OPINION- 5	NOT APPLIC- 1	NR- 4
QUES NO-155	STRNG	AGR- 53	AGREE-126	DISAGREE- 13	STRNG	DSAG- 4	AVG-1.9	DONT KNOW- 9	NO OPINION- 5	NOT APPLIC- 0	NR- 4
QUES NO-156	STRNG	AGR- 45	AGREE-106	DISAGREE- 4	STRNG	DSAG- 1	AVG-1.8	DONT KNOW- 34	NO OPINION- 17	NOT APPLIC- 2	NR- 5
QUES NO-157	STRNG	AGR- 55	AGREE-133	DISAGREE- 5	STRNG	DSAG- 0	AVG-1.8	DONT KNOW- 10	NO OPINION- 6	NOT APPLIC- 1	NR- 4
QUES NO-158	STRNG	AGR- 32	AGREE- 79	DISAGREE- 27	STRNG	DSAG- 12	AVG-2.4	DONT KNOW- 42	NO OPINION- 15	NOT APPLIC- 3	NR- 4
QUES NO-159	STRNG	AGR- 40	AGREE-137	DISAGREE- 17	STRNG	DSAG- 5	AVG-2.0	DONT KNOW- 5	NO OPINION- 3	NOT APPLIC- 4	NR- 3
QUES NO-160	STRNG	AGR- 66	AGREE-132	DISAGREE- 6	STRNG	DSAG- 0	AVG-1.7	DONT KNOW- 5	NO OPINION- 2	NOT APPLIC- 0	NR- 3
QUES NO-161	STRNG	AGR- 46	AGREE-128	DISAGREE- 26	STRNG	DSAG- 2	AVG-2.1	DONT KNOW- 4	NO OPINION- 1	NOT APPLIC- 5	NR- 2
QUES NO-162	STRNG	AGR- 41	AGREE-134	DISAGREE- 22	STRNG	DSAG- 4	AVG-2.1	DONT KNOW- 5	NO OPINION- 1	NOT APPLIC- 4	NR- 3
QUES NO-163	STRNG	AGR- 20	AGREE- 93	DISAGREE- 45	STRNG	DSAG- 30	AVG-2.9	DONT KNOW- 8	NO OPINION- 4	NOT APPLIC- 11	NR- 3
QUES NO-164	STRNG	AGR- 36	AGREE-121	DISAGREE- 24	STRNG	DSAG- 7	AVG-2.2	DONT KNOW- 5	NO OPINION- 7	NOT APPLIC- 11	NR- 3
QUES NO-165	STRNG	AGR- 41	AGREE-111	DISAGREE- 33	STRNG	DSAG- 5	AVG-2.2	DONT KNOW- 6	NO OPINION- 5	NOT APPLIC- 11	NR- 2
QUES NO-166	STRNG	AGR- 42	AGREE-111	DISAGREE- 25	STRNG	DSAG- 5	AVG-2.1	DONT KNOW- 7	NO OPINION- 6	NOT APPLIC- 15	NR- 3
QUES NO-167	STRNG	AGR- 28	AGREE- 79	DISAGREE- 48	STRNG	DSAG- 10	AVG-2.6	DONT KNOW- 10	NO OPINION- 14	NOT APPLIC- 22	NR- 3

QUES NO-168	STRNG	AGR- 18	AGREE- 67	DISAGREE- 15	STRNG	DSAG- 2	AVG-2.2	DONT KNOW- 87	NO OPINION-	17	NOT	APPLIC-	4	NR-	4
QUES NO-169	STRNG	AGR- 30	AGREE-109	DISAGREE- 42	STRNG	DSAG- 11	AVG-2.5	DONT KNOW- 6	NO OPINION-	10	NOT	APPLIC-	3	NR-	3
QUES NO-170	STRNG	AGR- 8	AGREE- 47	DISAGREE- 20	STRNG	DSAG- 3	AVG-2.5	DONT KNOW-109	NO OPINION-	19	NOT	APPLIC-	5	NR-	3
QUES NO-171	STRNG	AGR- 13	AGREE- 57	DISAGREE- 15	STRNG	DSAG- 3	AVG-2.3	DONT KNOW-102	NO OPINION-	17	NOT	APPLIC-	3	NR-	4
QUES NO-172	STRNG	AGR- 17	AGREE- 53	DISAGREE- 10	STRNG	DSAG- 6	AVG-2.2	DONT KNOW-104	NO OPINION-	16	NOT	APPLIC-	4	NR-	4
QUES NO-173	STRNG	AGR- 38	AGREE-105	DISAGREE- 38	STRNG	DSAG- 9	AVG-2.3	DONT KNOW- 5	NO OPINION-	9	NOT	APPLIC-	5	NR-	5
QUES NO-174	STRNG	AGR- 5	AGREE- 48	DISAGREE- 28	STRNG	DSAG- 8	AVG-2.8	DONT KNOW-109	NO OPINION-	8	NOT	APPLIC-	3	NR-	5
QUES NO-175	STRNG	AGR- 11	AGREE- 68	DISAGREE- 16	STRNG	DSAG- 2	AVG-2.3	DONT KNOW- 93	NO OPINION-	15	NOT	APPLIC-	3	NR-	6
QUES NO-176	STRNG	AGR- 35	AGREE-108	DISAGREE- 36	STRNG	DSAG- 8	AVG-2.3	DONT KNOW- 4	NO OPINION-	15	NOT	APPLIC-	0	NR-	8
QUES NO-177	STRNG	AGR- 6	AGREE- 43	DISAGREE- 21	STRNG	DSAG- 7	AVG-2.7	DONT KNOW-112	NO OPINION-	15	NOT	APPLIC-	3	NR-	7
QUES NO-178	STRNG	AGR- 55	AGREE- 75	DISAGREE- 13	STRNG	DSAG- 1	AVG-1.8	DONT KNOW- 48	NO OPINION-	14	NOT	APPLIC-	2	NR-	6
QUES NO-179	STRNG	AGR- 33	AGREE-100	DISAGREE- 36	STRNG	DSAG- 8	AVG-2.4	DONT KNOW- 11	NO OPINION-	13	NOT	APPLIC-	7	NR-	6
QUES NO-180	STRNG	AGR- 3	AGREE- 29	DISAGREE- 25	STRNG	DSAG- 10	AVG-3.1	DONT KNOW-120	NO OPINION-	17	NOT	APPLIC-	5	NR-	5
QUES NO-181	STRNG	AGR- 3	AGREE- 20	DISAGREE- 20	STRNG	DSAG- 28	AVG-3.7	DONT KNOW-112	NO OPINION-	20	NOT	APPLIC-	6	NR-	5
QUES NO-182	STRNG	AGR- 2	AGREE- 26	DISAGREE- 15	STRNG	DSAG- 18	AVG-3.3	DONT KNOW-129	NO OPINION-	15	NOT	APPLIC-	3	NR-	6
QUES NO-183	STRNG	AGR- 1	AGREE- 64	DISAGREE- 33	STRNG	DSAG- 18	AVG-3.0	DONT KNOW- 80	NO OPINION-	11	NOT	APPLIC-	2	NR-	5
QUES NO-184	STRNG	AGR- 4	AGREE- 60	DISAGREE- 34	STRNG	DSAG- 13	AVG-2.9	DONT KNOW- 80	NO OPINION-	16	NOT	APPLIC-	3	NR-	4
QUES NO-185	STRNG	AGR- 1	AGREE- 25	DISAGREE- 24	STRNG	DSAG- 15	AVG-3.4	DONT KNOW-123	NO OPINION-	19	NOT	APPLIC-	3	NR-	4
QUES NO-186	STRNG	AGR- 7	AGREE- 35	DISAGREE- 70	STRNG	DSAG- 66	AVG-3.9	DONT KNOW- 11	NO OPINION-	20	NOT	APPLIC-	1	NR-	4
QUES NO-187	STRNG	AGR- 0	AGREE- 18	DISAGREE- 11	STRNG	DSAG- 13	AVG-3.5	DONT KNOW-142	NO OPINION-	23	NOT	APPLIC-	3	NR-	4
QUES NO-188	STRNG	AGR- 39	AGREE- 93	DISAGREE- 20	STRNG	DSAG- 9	AVG-2.2	DONT KNOW- 32	NO OPINION-	14	NOT	APPLIC-	2	NR-	5
QUES NO-189	STRNG	AGR- 31	AGREE-106	DISAGREE- 27	STRNG	DSAG- 21	AVG-2.5	DONT KNOW- 9	NO OPINION-	10	NOT	APPLIC-	6	NR-	4
QUES NO-190	STRNG	AGR- 16	AGREE- 63	DISAGREE- 86	STRNG	DSAG- 27	AVG-3.2	DONT KNOW- 5	NO OPINION-	10	NOT	APPLIC-	0	NR-	7
QUES NO-191	STRNG	AGR- 11	AGREE- 38	DISAGREE-116	STRNG	DSAG- 31	AVG-3.6	DONT KNOW- 5	NO OPINION-	7	NOT	APPLIC-	0	NR-	6
QUES NO-192	STRNG	AGR- 44	AGREE-101	DISAGREE- 43	STRNG	DSAG- 5	AVG-2.3	DONT KNOW- 7	NO OPINION-	8	NOT	APPLIC-	0	NR-	6
QUES NO-193	STRNG	AGR- 19	AGREE-105	DISAGREE- 54	STRNG	DSAG- 8	AVG-2.6	DONT KNOW- 9	NO OPINION-	11	NOT	APPLIC-	1	NR-	7
QUES NO-194	STRNG	AGR- 4	AGREE- 11	DISAGREE-118	STRNG	DSAG- 61	AVG-4.1	DONT KNOW- 7	NO OPINION-	6	NOT	APPLIC-	1	NR-	6
QUES NO-195	STRNG	AGR- 27	AGREE- 66	DISAGREE- 76	STRNG	DSAG- 21	AVG-3.0	DONT KNOW- 7	NO OPINION-	9	NOT	APPLIC-	4	NR-	4
QUES NO-196	STRNG	AGR- 45	AGREE- 44	DISAGREE- 11	STRNG	DSAG- 6	AVG-2.0	DONT KNOW- 81	NO OPINION-	19	NOT	APPLIC-	2	NR-	6
QUES NO-197	STRNG	AGR- 31	AGREE- 76	DISAGREE- 18	STRNG	DSAG- 6	AVG-2.2	DONT KNOW- 61	NO OPINION-	12	NOT	APPLIC-	3	NR-	7

QUES NO-198	STRNG	AGR- 11	AGREE- 29	DISAGREE- 94	STRNG	DSAG- 49	AVG-3.8	DONT KNOW- 15	NO OPINION-	8 NOT	APPLIC-	3 NR- 5
QUES NO-199	STRNG	AGR- 2	AGREE- 21	DISAGREE- 11	STRNG	DSAG- 5	AVG-2.9	DONT KNOW- 12	NO OPINION-	5 NOT	APPLIC-	12 NR-146
QUES NO-200	STRNG	AGR- 1	AGREE- 8	DISAGREE- 15	STRNG	DSAG- 4	AVG-3.5	DONT KNOW- 20	NO OPINION-	6 NOT	APPLIC-	13 NR-147
QUES NO-201	STRNG	AGR- 1	AGREE- 9	DISAGREE- 17	STRNG	DSAG- 5	AVG-3.5	DONT KNOW- 16	NO OPINION-	5 NOT	APPLIC-	13 NR-148
QUES NO-202	STRNG	AGR- 1	AGREE- 14	DISAGREE- 13	STRNG	DSAG- 5	AVG-3.2	DONT KNOW- 16	NO OPINION-	5 NOT	APPLIC-	12 NR-148
QUES NO-203	STRNG	AGR- 2	AGREE- 13	DISAGREE- 13	STRNG	DSAG- 3	AVG-3.1	DONT KNOW- 17	NO OPINION-	6 NOT	APPLIC-	12 NR-148
QUES NO-204	STRNG	AGR- 5	AGREE- 10	DISAGREE- 16	STRNG	DSAG- 4	AVG-3.1	DONT KNOW- 14	NO OPINION-	5 NOT	APPLIC-	12 NR-148
QUES NO-205	STRNG	AGR- 16	AGREE- 18	DISAGREE- 2	STRNG	DSAG- 3	AVG-1.9	DONT KNOW- 9	NO OPINION-	6 NOT	APPLIC-	13 NR-147
QUES NO-206	STRNG	AGR- 10	AGREE- 24	DISAGREE- 9	STRNG	DSAG- 6	AVG-2.5	DONT KNOW- 3	NO OPINION-	5 NOT	APPLIC-	12 NR-145
QUES NO-207	STRNG	AGR- 19	AGREE- 28	DISAGREE- 2	STRNG	DSAG- 1	AVG-1.8	DONT KNOW- 2	NO OPINION-	4 NOT	APPLIC-	13 NR-145
QUES NO-208	STRNG	AGR- 4	AGREE- 28	DISAGREE- 72	STRNG	DSAG- 36	AVG-3.8	DONT KNOW- 50	NO OPINION-	8 NOT	APPLIC-	5 NR- 11
QUES NO-209	NO OF RESP- 20 LOW- 1 HIGH- 3 AVERAGE- 2											
QUES NO-210	NO OF RESP- 26 LOW- 210 HIGH-650000 AVERAGE- 67499											
QUES NO-211	RESP # 1- 14 RESP # 2- 8 RESP # 3- 13 RESP # 4- 4 RESP # 5- 3 MULTIPLE- 2 NR-169											
QUES NO-212	NO OF RESP- 7 LOW- 1 HIGH- 2 AVERAGE- 1											
QUES NO-213	STRNG	AGR- 6	AGREE- 15	DISAGREE- 75	STRNG	DSAG- 68	AVG-4.1	DONT KNOW- 26	NO OPINION-	6 NOT	APPLIC-	8 NR- 10
QUES NO-214	STRNG	AGR- 4	AGREE- 26	DISAGREE- 77	STRNG	DSAG- 65	AVG-4.0	DONT KNOW- 19	NO OPINION-	5 NOT	APPLIC-	8 NR- 10
QUES NO-215	STRNG	AGR- 5	AGREE- 27	DISAGREE- 79	STRNG	DSAG- 44	AVG-3.8	DONT KNOW- 10	NO OPINION-	6 NOT	APPLIC-	30 NR- 13
QUES NO-216	STRNG	AGR- 8	AGREE- 51	DISAGREE- 63	STRNG	DSAG- 41	AVG-3.5	DONT KNOW- 27	NO OPINION-	6 NOT	APPLIC-	8 NR- 10
QUES NO-217	STRNG	AGR- 7	AGREE- 39	DISAGREE- 70	STRNG	DSAG- 51	AVG-3.7	DONT KNOW- 24	NO OPINION-	5 NOT	APPLIC-	8 NR- 10
QUES NO-218	STRNG	AGR- 12	AGREE- 85	DISAGREE- 43	STRNG	DSAG- 32	AVG-3.0	DONT KNOW- 20	NO OPINION-	2 NOT	APPLIC-	9 NR- 11
QUES NO-219	STRNG	AGR- 5	AGREE- 47	DISAGREE- 74	STRNG	DSAG- 37	AVG-3.6	DONT KNOW- 25	NO OPINION-	3 NOT	APPLIC-	10 NR- 13
QUES NO-220	STRNG	AGR- 12	AGREE- 39	DISAGREE- 52	STRNG	DSAG- 24	AVG-3.3	DONT KNOW- 16	NO OPINION-	22 NOT	APPLIC-	35 NR- 14
QUES NO-221	RESP # 1- 29 RESP # 2- 2 RESP # 3- 98 RESP # 4- 58 NR- 26											
QUES NO-222	RESP # 1- 41 RESP # 2- 35 RESP # 3-100 RESP # 4- 6 NR- 32											
QUES NO-223	RESP # 1- 19 RESP # 2- 30 RESP # 3- 20 RESP # 4- 83 RESP # 5- 7 RESP # 6- 13 NR- 42											
QUES NO-224	STRNG	AGR- 5	AGREE- 39	DISAGREE- 57	STRNG	DSAG- 55	AVG-3.8	DONT KNOW- 32	NO OPINION-	7 NOT	APPLIC-	7 NR- 12
QUES NO-225	STRNG	AGR- 6	AGREE- 37	DISAGREE- 60	STRNG	DSAG- 56	AVG-3.8	DONT KNOW- 30	NO OPINION-	6 NOT	APPLIC-	7 NR- 12
QUES NO-226	STRNG	AGR- 3	AGREE- 14	DISAGREE- 33	STRNG	DSAG- 18	AVG-3.7	DONT KNOW- 98	NO OPINION-	27 NOT	APPLIC-	8 NR- 13
QUES NO-227	STRNG	AGR- 2	AGREE- 34	DISAGREE- 79	STRNG	DSAG- 39	AVG-3.8	DONT KNOW- 31	NO OPINION-	10 NOT	APPLIC-	7 NR- 12

QUES NO-228	STRNG	AGR-	6	AGREE-	33	DISAGREE-	5	STRNG	DSAG-	5	AVG-	2.4	DONT	KNOW-	125	NO	OPINION-	19	NOT	APPLIC-	8	NR-	17
QUES NO-229	STRNG	AGR-	42	AGREE-	89	DISAGREE-	17	STRNG	DSAG-	10	AVG-	2.1	DONT	KNOW-	19	NO	OPINION-	15	NOT	APPLIC-	9	NR-	13
QUES NO-230	STRNG	AGR-	62	AGREE-	106	DISAGREE-	11	STRNG	DSAG-	7	AVG-	1.9	DONT	KNOW-	10	NO	OPINION-	3	NOT	APPLIC-	4	NR-	11
QUES NO-231	NO OF RESP- 12 LOW- 1 HIGH- 99 AVERAGE- 11																						
QUES NO-232	NO OF RESP- 3 LOW- 1 HIGH- 3 AVERAGE- 2																						
QUES NO-233	RESP # 1- 29 RESP # 2- 65 RESP # 3- 92 RESP # 4- 11												RESP # 5- 2 NR- 15										
QUES NO-234	RESP # 1- 13 RESP # 2- 19 RESP # 3- 55 RESP # 4- 44												RESP # 5- 63 NR- 20										
QUES NO-235	STRNG	AGR-	20	AGREE-	80	DISAGREE-	39	STRNG	DSAG-	25	AVG-	2.8	DONT	KNOW-	17	NO	OPINION-	17	NOT	APPLIC-	4	NR-	12
QUES NO-236	STRNG	AGR-	10	AGREE-	33	DISAGREE-	74	STRNG	DSAG-	62	AVG-	3.8	DONT	KNOW-	12	NO	OPINION-	8	NOT	APPLIC-	3	NR-	12
QUES NO-237	STRNG	AGR-	10	AGREE-	36	DISAGREE-	71	STRNG	DSAG-	59	AVG-	3.8	DONT	KNOW-	13	NO	OPINION-	10	NOT	APPLIC-	3	NR-	12
QUES NO-238	NO OF RESP- 30 LOW- 1 HIGH-999999 AVERAGE-154100																						
QUES NO-239	NO OF RESP- 21 LOW- 7 HIGH-999999 AVERAGE-119657																						
QUES NO-240	STRNG	AGR-	15	AGREE-	76	DISAGREE-	32	STRNG	DSAG-	4	AVG-	2.5	DONT	KNOW-	33	NO	OPINION-	23	NOT	APPLIC-	14	NR-	17
QUES NO-241	STRNG	AGR-	12	AGREE-	73	DISAGREE-	30	STRNG	DSAG-	6	AVG-	2.5	DONT	KNOW-	42	NO	OPINION-	28	NOT	APPLIC-	8	NR-	15
QUES NO-242	STRNG	AGR-	26	AGREE-	75	DISAGREE-	33	STRNG	DSAG-	8	AVG-	2.5	DONT	KNOW-	13	NO	OPINION-	19	NOT	APPLIC-	28	NR-	12
QUES NO-243	STRNG	AGR-	50	AGREE-	80	DISAGREE-	10	STRNG	DSAG-	2	AVG-	1.8	DONT	KNOW-	40	NO	OPINION-	14	NOT	APPLIC-	6	NR-	12
QUES NO-244	STRNG	AGR-	73	AGREE-	87	DISAGREE-	2	STRNG	DSAG-	0	AVG-	1.6	DONT	KNOW-	8	NO	OPINION-	3	NOT	APPLIC-	28	NR-	13
QUES NO-245	STRNG	AGR-	70	AGREE-	76	DISAGREE-	23	STRNG	DSAG-	4	AVG-	1.9	DONT	KNOW-	10	NO	OPINION-	7	NOT	APPLIC-	12	NR-	12
QUES NO-246	STRNG	AGR-	33	AGREE-	90	DISAGREE-	28	STRNG	USAG-	9	AVG-	2.3	DONT	KNOW-	10	NO	OPINION-	13	NOT	APPLIC-	17	NR-	14
QUES NO-247	STRNG	AGR-	48	AGREE-	90	DISAGREE-	23	STRNG	DSAG-	5	AVG-	2.1	DONT	KNOW-	9	NO	OPINION-	10	NOT	APPLIC-	16	NR-	13
QUES NO-248	STRNG	AGR-	35	AGREE-	89	DISAGREE-	24	STRNG	DSAG-	11	AVG-	2.3	DONT	KNOW-	13	NO	OPINION-	11	NOT	APPLIC-	18	NR-	13
QUES NO-249	STRNG	AGR-	37	AGREE-	92	DISAGREE-	26	STRNG	DSAG-	9	AV												

QUES NO-258	NO OF RESP-189	LOW-	0	HIGH- 65	AVERAGE- 13
QUES NO-259	NO OF RESP-190	LOW-	0	HIGH-100	AVERAGE- 26
QUES NO-260	NO OF RESP-190	LOW-	0	HIGH-100	AVERAGE- 50
QUES NO-261	NO OF RESP-190	LOW-	0	HIGH-100	AVERAGE- 11
QUES NO-262	NO OF RESP-190	LOW-	0	HIGH- 65	AVERAGE- 13

Appendix C
STUDENT SELF-STUDY QUESTIONNAIRE

UNIVERSITY OF NORTH CAROLINA
AT WILMINGTON

STUDENT QUESTIONNAIRE

This questionnaire has been compiled by students and faculty of the University of North Carolina at Wilmington to assist the several committees of the Institutional Self-Study program in their evaluation of various organizations and services vital to the University. The results from this questionnaire will help in planning future policy and procedure for both the faculty and the student body. For the best results, your sincere consideration is necessary.

Read each question carefully. Select the most appropriate response and fill in the blank or encircle the number at the right of the page.

Remember that your answers and comments are totally anonymous and solicited solely for constructive criticism by the various committees submitting questions.

1. What is your sex?
 1. Male
 2. Female

2. What was your age at last birthday?

3. What is your University classification?
(Freshman, Sophomore Junior, Senior)?

4. What is your course load, in credit hours, this semester?

5. Are You:
 1. Single?
 2. Married, no children?
 3. Married, have children?

6. Are you employed?

7. If employed, for how many hours per week?

For the following questions, please circle the appropriate response in the right hand column (1. strongly agree,(2. agree,(3. disagree, (4. strongly disagree, (5. no opinion.

- | | |
|--|-----------|
| 8. Speaking generally, I am satisfied with the <u>Basic Studies Requirements</u> at this University. | 1 2 3 4 5 |
| 9. I have an adequate choice of courses in my major department. | 1 2 3 4 5 |
| 10. I feel that social fraternities and sororities at UNC-W benefit both the University and the student. | 1 2 3 4 5 |
| 11. I feel that professional and honorary societies at UNC-W benefit both the university and the student. | 1 2 3 4 5 |
| 12. I feel that effective communication exists between students and university academic personnel (Deans, Department Chairmen, Faculty Members). | 1 2 3 4 5 |
| 13. I feel that effective communication exists between students and university administrative offices (Chancellor, Business Affairs, Academic Affairs, Student Affairs). | 1 2 3 4 5 |
| 14. I am satisfied with the current level of student participation in administrative procedures and policies on the campus. | 1 2 3 4 5 |
| 15. I feel the student government association is effective in representing student opinion. | 1 2 3 4 5 |
| 16. I am satisfied with the services provided by the Office of Career Planning and Placement. | 1 2 3 4 5 |
| 17. I am satisfied with the services provided by the Counseling and Testing Office at UNC-W. | 1 2 3 4 5 |
| 18. Services provided by the General College Advising Center are adequate for entering students and those students who have not declared majors. | 1 2 3 4 5 |
| 19. My departmental advisor has been helpful and knowledgeable. | 1 2 3 4 5 |
| 20. UNC-W should continue to expand its instructional programs:
1. additional courses offerings
2. additional degree programs
3. additional courses at night | 1 2 3 |

- | | |
|--|-----------|
| 21. I am satisfied with the services provided by the Financial Aid Office at this University. | 1 2 3 4 5 |
| 22. I feel that the orientation program on the campus effectively introduces students to UNC-W. | 1 2 3 4 5 |
| 23. I am satisfied with the medical services provided by the University. | 1 2 3 4 5 |
| 24. I am satisfied with the intramural sports program at UNC-W. | 1 2 3 4 5 |
| 25. The University Food Service does a satisfactory job in providing meals. | 1 2 3 4 5 |
| 26. The student newspaper (Sea Hawk) provides an effective means of communication and entertainment for the student body. | 1 2 3 4 5 |
| 27. The campus radio station (WLOZ) provides an effective means of communication and entertainment for the student body. | 1 2 3 4 5 |
| 28. University sponsorship of cultural and entertainment events is adequate. | 1 2 3 4 5 |
| 29. The University provides adequate recreational facilities (pools, tennis courts, etc.) for students. | 1 2 3 4 5 |
| 30. The scope and level of intercollegiate athletic programs are appropriate for the size and resources of the University. | 1 2 3 4 5 |
| 31. I am aware of the availability of special academic tutorial services, such as those in English and Mathematics. | 1 2 3 4 5 |
| 32. The University recognizes and attempts to address the needs of minority students. | 1 2 3 4 5 |
| 33. The University recognizes and attempts to address the needs of part-time and/or non-degree students. | 1 2 3 4 5 |
| 34. The University meets the needs of handicapped students. | 1 2 3 4 5 |
| 35. The University's policies and procedures regarding student discipline are reasonable. | 1 2 3 4 5 |
| 36. In general, residence halls provide comfortable housing. | 1 2 3 4 5 |

37. Conditions in the Residence Halls are conducive to study. 1 2 3 4 5
38. The University offers sufficient information about and assistance in obtaining off-campus housing. 1 2 3 4 5
39. I would prefer living in a dorm that is: 1 2 3 4
1. Segregated by sex
 2. Co-ed, sex segregated by floors
 3. Completely co-ed
 4. I prefer not to live in a dorm
40. The physical environment of the University contributes to an atmosphere conducive to learning. 1 2 3 4
41. I am satisfied with the quality of instruction at UNC-W. 1 2 3 4
42. Students are sufficiently involved in the evaluation of instruction at UNC-W. 1 2 3 4
43. I believe that most faculty members at this University are interested in students and their problems. 1 2 3 4
44. How many of the faculty who have taught you this year would you say excel in teaching abilities? 1 2 3 4 5
1. None
 2. Very few
 3. Less than half
 4. Over half
 5. All
45. The Library is open:
- | | |
|-----------------|---------------------|
| Monday-Thursday | 8 a.m. - 11:30 p.m. |
| Friday | 8 a.m. - 6:30 p.m. |
| Saturday | 9 a.m. - 5:00 p.m. |
| Sunday | 2 p.m. - 11:30 p.m. |
- These hours are satisfactory. 1 2 3 4
46. The English 101 Library orientation class was beneficial to me. 1 2 3 4 5
47. The English 102 Library instruction classes were beneficial to me. 1 2 3 4 5
48. The services provided by the Library staff and their efforts to help one locate materials and information are satisfactory. 1 2 3 4
49. The atmosphere in the Library is conducive to studying. 1 2 3 4

50. For the research and study I have done, I have found the collection of periodicals (magazines, newspapers, journals, etc.) in the Library to be adequate. 1 2 3 4

51. For the research and study I have done, I have found the collection of Library reference materials, such as encyclopedias, etc., to be adequate. 1 2 3 4

52. For the research and study I have done, I have found the collection of Library books in the stacks to be adequate. 1 2 3 4

53. I find the Library's two-week loan period for books to be satisfactory. 1 2 3 4

Please indicate the extent to which you use the Library for the following purposes by choosing the appropriate number from (1. very often, 2. often, 3. seldom, 4. never).

54. To study for a class or test. 1 2 3 4

55. To locate information for a paper or report. 1 2 3 4

56. For leisure-time reading. 1 2 3 4

57. Only to check out books. 1 2 3 4

58. For relaxation or to meet with friends. 1 2 3 4

59. How often do you go to the library excluding those times when you attend a class or meeting there? 1 2 3 4 5

1. More than once a day
2. Once a day
3. Several times a week
4. Once a week
5. Less often than once a week

Use this space for comments and suggestions concerning any phase of University life.

RESULTS OF STUDENT SELF-STUDY QUESTIONNAIRE

BIOGRAPHICAL DATA

1. SEX	MALE-131	FEMALE-243	NR= 7						
2. AGE	NO OF RESP-379	LOW= 17	HIGH= 62	AVERAGE= 22					
3. CLASS	FRESH-102	SOPH-137	JR= 73	SR= 44	UNCLASS= 13	GRAD= 7	NR= 5		
4. COURSE LOAD	NO OF RESP-381	LOW= 3	HIGH= 19	AVERAGE= 13					
5. MARITAL STATUS	SINGLE-302	MAR NO CHLD= 34	MAR CHILD= 40	NR= 5					
6. EMPLOY STATUS	EMPLOYED-206	NOT EMPLOY=174	NR= 1						
7. HOURS WORKED	NO OF RESP-202	LOW= 2	HIGH= 50	AVERAGE= 22					

SURVEY RESPONSES

QUES NO= 8	STRNG AGR= 31	AGREE-251	DISAGREE= 54	STRNG DSAG= 17	AVG-2.4	NO OPINION= 28	NR= 0
QUES NO= 9	STRNG AGR= 53	AGREE-208	DISAGREE= 71	STRNG DSAG= 30	AVG-2.5	NO OPINION= 18	NR= 1
QUES NO= 10	STRNG AGR= 39	AGREE= 97	DISAGREE= 57	STRNG DSAG= 32	AVG-2.8	NO OPINION=154	NR= 2
QUES NO= 11	STRNG AGR= 80	AGREE-198	DISAGREE= 20	STRNG DSAG= 7	AVG-1.9	NO OPINION= 74	NR= 2
QUES NO= 12	STRNG AGR= 48	AGREE-182	DISAGREE= 77	STRNG DSAG= 38	AVG-2.6	NO OPINION= 35	NR= 1
QUES NO= 13	STRNG AGR= 24	AGREE-160	DISAGREE= 87	STRNG DSAG= 45	AVG-2.9	NO OPINION= 62	NR= 3
QUES NO= 14	STRNG AGR= 9	AGREE-134	DISAGREE=101	STRNG DSAG= 35	AVG-3.1	NO OPINION=100	NR= 2
QUES NO= 15	STRNG AGR= 15	AGREE-132	DISAGREE= 92	STRNG DSAG= 33	AVG-3.0	NO OPINION=105	NR= 4
QUES NO= 16	STRNG AGR= 30	AGREE-159	DISAGREE= 29	STRNG DSAG= 12	AVG-2.3	NO OPINION=150	NR= 1
QUES NO= 17	STRNG AGR= 25	AGREE-173	DISAGREE= 31	STRNG DSAG= 8	AVG-2.3	NO OPINION=144	NR= 0
QUES NO= 18	STRNG AGR= 42	AGREE-172	DISAGREE= 36	STRNG DSAG= 20	AVG-2.3	NO OPINION=107	NR= 4
QUES NO= 19	STRNG AGR=129	AGREE-144	DISAGREE= 47	STRNG DSAG= 35	AVG-2.2	NO OPINION= 25	NR= 1
QUES NO= 20	RESP # 1-145	RESP # 2-110	RESP # 3- 32	MULTIPLE= 89	NR= 5		
QUES NO= 21	STRNG AGR= 49	AGREE-146	DISAGREE= 39	STRNG DSAG= 26	AVG-2.4	NO OPINION=119	NR= 2
QUES NO= 22	STRNG AGR= 52	AGREE-187	DISAGREE= 48	STRNG DSAG= 18	AVG-2.3	NO OPINION= 74	NR= 2
QUES NO= 23	STRNG AGR= 52	AGREE-152	DISAGREE= 40	STRNG DSAG= 11	AVG-2.2	NO OPINION=123	NR= 3
QUES NO= 24	STRNG AGR= 38	AGREE-166	DISAGREE= 35	STRNG DSAG= 14	AVG-2.3	NO OPINION=126	NR= 2
QUES NO= 25	STRNG AGR= 10	AGREE-103	DISAGREE= 59	STRNG DSAG= 74	AVG-3.3	NO OPINION=133	NR= 2

QUES NO- 26	STRNG AGR- 82	AGREE-223	DISAGREE- 35	STRNG DSAG- 15	AVG-2.1	NO OPINIUN- 25	NR- 1
QUES NO- 27	STRNG AGR- 71	AGREE-167	DISAGREE- 39	STRNG DSAG- 14	AVG-2.2	NO OPINIUN- 89	NR- 1
QUES NO- 28	STRNG AGR- 37	AGREE-187	DISAGREE- 80	STRNG DSAG- 32	AVG-2.7	NO OPINIUN- 45	NR- 0
QUES NO- 29	STRNG AGR-103	AGREE-228	DISAGREE- 19	STRNG DSAG- 12	AVG-1.9	NO OPINIUN- 19	NR- 0
QUES NO- 30	STRNG AGR- 34	AGREE-181	DISAGREE- 78	STRNG DSAG- 29	AVG-2.6	NO OPINIUN- 57	NR- 2
QUES NO- 31	STRNG AGR- 79	AGREE-196	DISAGREE- 47	STRNG DSAG- 13	AVG-2.2	NO OPINIUN- 45	NR- 0
QUES NO- 32	STRNG AGR- 29	AGREE-142	DISAGREE- 29	STRNG DSAG- 12	AVG-2.3	NO OPINIUN-166	NR- 3
QUES NO- 33	STRNG AGR- 31	AGREE-164	DISAGREE- 36	STRNG DSAG- 22	AVG-2.4	NO OPINIUN-127	NR- 1
QUES NO- 34	STRNG AGR- 55	AGREE-172	DISAGREE- 23	STRNG DSAG- 12	AVG-2.1	NO OPINIUN-118	NR- 1
QUES NO- 35	STRNG AGR- 36	AGREE-239	DISAGREE- 27	STRNG DSAG- 8	AVG-2.1	NO OPINIUN- 70	NR- 1
QUES NO- 36	STRNG AGR- 23	AGREE-140	DISAGREE- 40	STRNG DSAG- 22	AVG-2.5	NO OPINIUN-153	NR- 3
QUES NO- 37	STRNG AGR- 8	AGREE- 51	DISAGREE- 72	STRNG DSAG- 76	AVG-3.8	NO OPINIUN-169	NR- 5
QUES NO- 38	STRNG AGR- 8	AGREE-101	DISAGREE- 63	STRNG DSAG- 49	AVG-3.2	NO OPINIUN-157	NR- 3
QUES NO- 39	RESP # 1- 26	RESP # 2- 61	RESP # 3- 53	RESP # 4-228	NR- 13		
QUES NO- 40	STRNG AGR- 74	AGREE-260	DISAGREE- 27	STRNG DSAG- 14	AVG-2.1	NO OPINIUN- 0	NR- 6
QUES NO- 41	STRNG AGR- 75	AGREE-257	DISAGREE- 37	STRNG DSAG- 7	AVG-2.1	NO OPINIUN- 0	NR- 5
QUES NO- 42	STRNG AGR- 34	AGREE-223	DISAGREE- 84	STRNG DSAG- 30	AVG-2.6	NO OPINIUN- 3	NR- 7
QUES NO- 43	STRNG AGR- 77	AGREE-229	DISAGREE- 55	STRNG DSAG- 11	AVG-2.2	NO OPINIUN- 3	NR- 6
QUES NO- 44	RESP # 1- 4	RESP # 2- 47	RESP # 3- 78	RESP # 4-180	RESP # 5- 62	NR- 10	
QUES NO- 45	STRNG AGR-134	AGREE-177	DISAGREE- 35	STRNG DSAG- 29	AVG-2.1	NO OPINIUN- 0	NR- 6
QUES NO- 46	STRNG AGR- 63	AGREE-127	DISAGREE- 41	STRNG DSAG- 20	AVG-2.3	NO OPINIUN-121	NR- 8
QUES NO- 47	STRNG AGR- 34	AGREE- 98	DISAGREE- 46	STRNG DSAG- 24	AVG-2.6	NO OPINIUN-171	NR- 8
QUES NO- 48	STRNG AGR-121	AGREE-225	DISAGREE- 18	STRNG DSAG- 9	AVG-1.8	NO OPINIUN- 3	NR- 5
QUES NO- 49	STRNG AGR-112	AGREE-205	DISAGREE- 40	STRNG DSAG- 15	AVG-2.0	NO OPINIUN- 2	NR- 7
QUES NO- 50	STRNG AGR- 79	AGREE-238	DISAGREE- 40	STRNG DSAG- 11	AVG-2.1	NO OPINIUN- 3	NR- 10
QUES NO- 51	STRNG AGR- 95	AGREE-247	DISAGREE- 21	STRNG DSAG- 4	AVG-1.9	NO OPINIUN- 3	NR- 11
QUES NO- 52	STRNG AGR- 85	AGREE-246	DISAGREE- 32	STRNG DSAG- 8	AVG-2.0	NO OPINIUN- 3	NR- 7
QUES NO- 53	STRNG AGR- 87	AGREE-241	DISAGREE- 28	STRNG DSAG- 14	AVG-2.0	NO OPINIUN- 3	NR- 8
QUES NO- 54	VERY OFTEN- 73	OFTEN-106	SELDOM-129	NEVER- 63	NR- 10		
QUES NO- 55	VERY OFTEN-150	OFTEN-149	SELDOM- 53	NEVER- 17	NR- 12		

QUES NO- 56	VERY OFTEN- 20	OFTEN- 52	SELDOM-127	NEVER-171	NR- 11
QUES NO- 57	VERY OFTEN- 42	OFTEN-106	SELDOM-146	NEVER- 74	NR- 12
QUES NO- 58	VERY OFTEN- 16	OFTEN- 51	SELDOM-100	NEVER-203	NR- 11
QUES NO- 59	RESP # 1- 25	RESP # 2- 28	RESP # 3-119	RESP # 4- 58	RESP # 5-137 NR- 14

RESULTS OF GRADUATE STUDENT SELF-STUDY QUESTIONNAIRE

BIOGRAPHICAL DATA

1. SEX	MALE= 21	FEMALE= 58	NR= 2			
2. AGE	NO OF RESP= 81	LOW= 22	HIGH= 51	AVERAGE= 33		
3. CLASS	FRESH= 0	SOPH= 0	JR= 0	SR= 0	UNCLASS= 0	GRAD= 81 NR= 0
4. COURSE LOAD	NO OF RESP= 81	LOW= 3	HIGH= 12	AVERAGE= 4		
5. MARITAL STATUS	SINGLE= 22	MAR NO CHLD= 21	MAR CHILD= 35	NR= 3		
6. EMPLOY STATUS	EMPLOYED= 74	NOT EMPLOY= 7	NR= 0			
7. HOURS WORKED	NO OF RESP= 71	LOW= 8	HIGH= 70	AVERAGE= 36		

SURVEY RESPONSES

QUES NO= 8	STRNG AGR= 10	AGREE= 27	DISAGREE= 2	STRNG DSAG= 0	AVG=1.8	NO OPINION= 36	NR= 2
QUES NO= 9	STRNG AGR= 10	AGREE= 39	DISAGREE= 17	STRNG DSAG= 8	AVG=2.6	NO OPINION= 7	NR= 0
QUES NO= 10	STRNG AGR= 3	AGREE= 11	DISAGREE= 3	STRNG DSAG= 8	AVG=3.1	NO OPINION= 55	NR= 1
QUES NO= 11	STRNG AGR= 18	AGREE= 22	DISAGREE= 1	STRNG DSAG= 1	AVG=1.7	NO OPINION= 38	NR= 1
QUES NO= 12	STRNG AGR= 12	AGREE= 42	DISAGREE= 4	STRNG DSAG= 3	AVG=2.1	NO OPINION= 20	NR= 0
QUES NO= 13	STRNG AGR= 6	AGREE= 28	DISAGREE= 12	STRNG DSAG= 5	AVG=2.6	NO OPINION= 30	NR= 0
QUES NO= 14	STRNG AGR= 3	AGREE= 11	DISAGREE= 13	STRNG DSAG= 5	AVG=3.2	NO OPINION= 49	NR= 0
QUES NO= 15	STRNG AGR= 3	AGREE= 9	DISAGREE= 6	STRNG DSAG= 4	AVG=3.0	NO OPINION= 59	NR= 0
QUES NO= 16	STRNG AGR= 9	AGREE= 16	DISAGREE= 3	STRNG DSAG= 1	AVG=2.0	NO OPINION= 52	NR= 0
QUES NO= 17	STRNG AGR= 5	AGREE= 20	DISAGREE= 5	STRNG DSAG= 1	AVG=2.3	NO OPINION= 50	NR= 0
QUES NO= 18	STRNG AGR= 3	AGREE= 11	DISAGREE= 2	STRNG DSAG= 2	AVG=2.4	NO OPINION= 62	NR= 1
QUES NO= 19	STRNG AGR= 32	AGREE= 29	DISAGREE= 7	STRNG DSAG= 3	AVG=1.9	NO OPINION= 10	NR= 0
QUES NO= 20	RESP # 1= 23	RESP # 2= 15	RESP # 3= 16	MULTIPLE= 26	NR= 1		
QUES NO= 21	STRNG AGR= 8	AGREE= 7	DISAGREE= 6	STRNG DSAG= 1	AVG=2.3	NO OPINION= 59	NR= 0
QUES NO= 22	STRNG AGR= 6	AGREE= 8	DISAGREE= 1	STRNG DSAG= 0	AVG=1.7	NO OPINION= 66	NR= 0
QUES NO= 23	STRNG AGR= 2	AGREE= 12	DISAGREE= 1	STRNG DSAG= 0	AVG=2.0	NO OPINION= 66	NR= 0
QUES NO= 24	STRNG AGR= 0	AGREE= 13	DISAGREE= 1	STRNG DSAG= 1	AVG=2.3	NO OPINION= 66	NR= 0
QUES NO= 25	STRNG AGR= 2	AGREE= 8	DISAGREE= 5	STRNG DSAG= 3	AVG=2.9	NO OPINION= 63	NR= 0

QUES NO= 26	STRNG AGR= 3	AGREE= 20	DISAGREE= 11	STRNG DSAG= 3	AVG=2.6	NO OPINION= 44	NR= 0
QUES NO= 27	STRNG AGR= 5	AGREE= 9	DISAGREE= 5	STRNG DSAG= 4	AVG=2.7	NO OPINION= 58	NR= 0
QUES NO= 28	STRNG AGR= 10	AGREE= 29	DISAGREE= 10	STRNG DSAG= 1	AVG=2.3	NO OPINION= 31	NR= 0
QUES NO= 29	STRNG AGR= 14	AGREE= 23	DISAGREE= 5	STRNG DSAG= 0	AVG=1.9	NO OPINION= 39	NR= 0
QUES NO= 30	STRNG AGR= 7	AGREE= 21	DISAGREE= 7	STRNG DSAG= 3	AVG=2.4	NO OPINION= 43	NR= 0
QUES NO= 31	STRNG AGR= 10	AGREE= 22	DISAGREE= 7	STRNG DSAG= 0	AVG=2.1	NO OPINION= 42	NR= 0
QUES NO= 32	STRNG AGR= 9	AGREE= 11	DISAGREE= 2	STRNG DSAG= 0	AVG=1.8	NO OPINION= 59	NR= 0
QUES NO= 33	STRNG AGR= 19	AGREE= 36	DISAGREE= 5	STRNG DSAG= 3	AVG=2.0	NO OPINION= 18	NR= 0
QUES NO= 34	STRNG AGR= 9	AGREE= 21	DISAGREE= 3	STRNG DSAG= 0	AVG=1.9	NO OPINION= 48	NR= 0
QUES NO= 35	STRNG AGR= 8	AGREE= 14	DISAGREE= 2	STRNG DSAG= 1	AVG=2.0	NO OPINION= 56	NR= 0
QUES NO= 36	STRNG AGR= 2	AGREE= 10	DISAGREE= 1	STRNG DSAG= 0	AVG=2.0	NO OPINION= 68	NR= 0
QUES NO= 37	STRNG AGR= 0	AGREE= 1	DISAGREE= 1	STRNG DSAG= 3	AVG=4.2	NO OPINION= 75	NR= 1
QUES NO= 38	STRNG AGR= 0	AGREE= 3	DISAGREE= 7	STRNG DSAG= 6	AVG=4.0	NO OPINION= 64	NR= 1
QUES NO= 39	RESP # 1= 5	RESP # 2= 4	RESP # 3= 3	RESP # 4= 60	NR= 9		
QUES NO= 40	STRNG AGR= 26	AGREE= 51	DISAGREE= 0	STRNG DSAG= 4	AVG=1.8	NO OPINION= 0	NR= 0
QUES NO= 41	STRNG AGR= 30	AGREE= 47	DISAGREE= 2	STRNG DSAG= 1	AVG=1.7	NO OPINION= 0	NR= 1
QUES NO= 42	STRNG AGR= 17	AGREE= 40	DISAGREE= 11	STRNG DSAG= 6	AVG=2.3	NO OPINION= 0	NR= 7
QUES NO= 43	STRNG AGR= 28	AGREE= 44	DISAGREE= 5	STRNG DSAG= 1	AVG=1.8	NO OPINION= 0	NR= 3
QUES NO= 44	RESP # 1= 1	RESP # 2= 7	RESP # 3= 8	RESP # 4= 36	RESP # 5= 27	NR= 2	
QUES NO= 45	STRNG AGR= 20	AGREE= 28	DISAGREE= 7	STRNG DSAG= 22	AVG=2.8	NO OPINION= 0	NR= 4
QUES NO= 46	STRNG AGR= 0	AGREE= 5	DISAGREE= 1	STRNG DSAG= 0	AVG=2.3	NO OPINION= 73	NR= 2
QUES NO= 47	STRNG AGR= 0	AGREE= 4	DISAGREE= 1	STRNG DSAG= 0	AVG=2.4	NO OPINION= 75	NR= 1
QUES NO= 48	STRNG AGR= 30	AGREE= 44	DISAGREE= 5	STRNG DSAG= 2	AVG=1.8	NO OPINION= 0	NR= 0
QUES NO= 49	STRNG AGR= 36	AGREE= 37	DISAGREE= 3	STRNG DSAG= 4	AVG=1.8	NO OPINION= 0	NR= 1
QUES NO= 50	STRNG AGR= 29	AGREE= 34	DISAGREE= 9	STRNG DSAG= 8	AVG=2.2	NO OPINION= 0	NR= 1
QUES NO= 51	STRNG AGR= 31	AGREE= 37	DISAGREE= 6	STRNG DSAG= 4	AVG=1.9	NO OPINION= 0	NR= 3
QUES NO= 52	STRNG AGR= 27	AGREE= 33	DISAGREE= 15	STRNG DSAG= 4	AVG=2.2	NO OPINION= 0	NR= 2
QUES NO= 53	STRNG AGR= 31	AGREE= 36	DISAGREE= 5	STRNG DSAG= 7	AVG=2.0	NO OPINION= 0	NR= 2
QUES NO= 54	VERY OFTEN= 8	OFTEN= 28	SELDOM= 14	NEVER= 29	NR= 2		
QUES NO= 55	VERY OFTEN= 64	OFTEN= 15	SELDOM= 2	NEVER= 0	NR= 0		

QUESTIONS	VERY OFTEN	2 OFTEN	SELDOM	NEVER	NR
QUEST NO- 56		4	19	53	3
QUEST NO- 57		16	26	34	3
QUEST NO- 58		1	6	69	4
QUEST NO- 59	1	7	2	16	31
	RESP #	RESP #	RESP #	RESP #	NR

Appendix D

DUTIES AND RESPONSIBILITIES OF THE ADMINISTRATION OFFICERS

1. Vice Chancellor for Academic Affairs

- a) - Reports to the Chancellor
- b) - Serves as the University's Chief Administrative Officer
- c) - Administers the budgets, personnel and programs for the following areas: Academic Affairs, Organized Research, Special Programs, Admissions, Records, Computing Services and Library Services
- d) - Submits to the Chancellor recommendations for all faculty appointments, reappointments, non-reappointments, terminations, promotions in rank, awarding of tenure and salary increases
- e) - Directs all University planning
- f) - Develops academic programs, both undergraduate and graduate
- g) - Develops academic support areas
- h) - Provides the facilities required to carry out academic programs
- i) - Performs such other duties as may be assigned by the proper authority
- j) - Serves as Director of Research
- k) - Serves as Director of Graduate Studies

The following thirteen officers (2 through 14) report to the Vice Chancellor for Academic Affairs:

2. Special Assistant to the Vice Chancellor for Academic Affairs

- a) - Assists the Vice Chancellor for Academic Affairs in the area of the University's computing capabilities

3. Assistant to the Vice Chancellor for Academic Affairs
 - a) - Assists the Vice Chancellor for Academic Affairs in all areas of his responsibility
4. Administrative Assistant
 - a) - Assists in the management of the Graduate Studies Program
 - b) - Processes all materials related to admissions to Graduate Studies
 - c) - Maintains records that are directly related to Graduate Studies
 - d) - Serves as coordinator for the Graduate Studies Office with the Records Office and Schools/Departments offering graduate programs
 - e) - Makes preparations for the Graduate Administrative Board meetings
 - f) - Attends Graduate Administrative Board meetings and under the direction of the Vice Chancellor implements and monitors procedures established by the Graduate Administrative Board
 - g) - Assists in the preparation of annual budget documents for Academic Salary Increases (BD-119)
 - h) - Gathers and edits material for the University catalogue and coordinates with the printer
 - i) - Coordinates compilation of materials for faculty handbook
 - j) - Researches and compiles reports of an internal nature
 - k) - Performs other such duties as may be assigned by the proper authority
5. Dean of Admissions
 - a) - Admits students to the University who have presented credentials that meet the admissions requirements as prescribed by the University
 - b) - Counsels prospective students and others who are seeking assistance

- c) - Carries out a comprehensive recruitment program in an effort to create an awareness among potential students and other interested persons concerning University programs, services, facilities and admission requirements
- d) - Processes all materials related to the total admissions program
- e) - Disseminates material to various agencies and schools
- f) - Maintains records that are directly related to the admissions process
- g) - Serves as a liaison between the University and the communities within its service area
- h) - Performs such other duties as may be assigned by the proper authority

6. Registrar

- a) - Organizes and administers student registration
- b) - Issues student transcripts and related student information
- c) - Maintains security, accuracy and completeness of student records
- d) - Organizes the collection and distribution of student grades to students, staff and appropriate agencies
- e) - Prepares enrollment and related reports
- f) - Informs students of academic deficiencies
- g) - Verifies student eligibility for graduation
- h) - Performs such other duties as may be assigned by the proper authority

7. Director of Computing Services

- a) - Provides computing services to the academic community and to the University's administration
- b) - Organizes, operates and administers the Computing Center

- c) - Assists in preparation of and administers the academic and administrative computing budgets
- d) - Supervises and approves administrative software and software standards
- e) - Plans and coordinates procurement of hardware appropriate to academic and administrative computing
- f) - Supervises the three service organizations that comprise the Computing Center: Operations, Administrative Data Processing and Academic User Service
- g) - Performs other such duties as may be assigned by the proper authority

8. Director of Special Programs

- a) - Implements policies and pcedures for the Summer School program
- b) - Develops and implements policies and procedures for Sponsored Programs
- c) - Provides statistical data on all University-sponsored programs as required
- d) - Plans and coordinates seminars and workshops relative to faculty development
- e) - Develops and implements policies and procedures for the Continuing Education program
- f) - Develops and implements policies and procedures for the University Extension program
- g) - Performs such other duties as may be assigned by the proper authority

9. Dean of the College of Arts and Sciences

- a) - Administers all aspects of the academic program related to instruction and departmental research within the College of Arts and Sciences
- b) - Develops the curriculum within the College of Arts and Sciences
- c) - Submits to the Vice Chancellor for Academic Affairs recommendations for all faculty appointments, reappointments, terminations,

promotions in rank, awarding of tenure and salary increases, and is responsible for decisions of non-reappointment

- d) - Manages the budget for the College of Arts and Sciences
- e) - Performs such other duties as may be assigned by the proper authority

10. Dean of the School of Business Administration

- a) - Administers all aspects of the academic program related to instruction and departmental research within the School of Business Administration
- b) - Develops the curriculum within the School of Business Administration
- c) - Submits to the Vice Chancellor for Academic Affairs recommendations concerning all faculty appointments, reappointments, non-reappointments, terminations, promotions in rank, awarding of tenure and salary increases
- d) - Manages the budget for the School of Business Administration
- e) - Performs such other duties as may be assigned by the proper authority

11. Dean of the School of Education

- a) - Administers all aspects of the academic program related to instruction and departmental research within the School of Education
- b) - Develops the curriculum within the School of Education
- c) - Submits to the Vice Chancellor for Academic Affairs recommendations concerning all faculty appointments, reappointments, non-reappointments, terminations, promotions in rank, awarding of tenure and salary increases
- d) - Manages the budget for the School of Education
- e) - Performs such other duties as may be assigned by the proper authority

12. Director of Library Services

- a) - Provides administrative leadership for the staff of the William Madison Randall Library
- b) - Directs all library services designed to support the educational objectives of the library
- c) - Oversees the development and expansion of the library staff
- d) - Manages the budget for the library
- e) - Performs such other duties as may be assigned by the proper authority

13. Director of the Institute for Marine Biomedical Research

- a) - Functions as the administrative and scientific leader of the Institute
- b) - Implements all University policy related to the Institute
- c) - Develops internal policy governing specific needs of the Institute
- d) - Coordinates research programs pertinent to the Institute
- e) - Assures coherence among the multiple scientific disciplines involved in the Institute
- f) - Assures equitable distribution of resources
- g) - Coordinates efforts to obtain financial resources for the Institute
- h) - Performs such other duties as may be assigned by the proper authority

14. Manager of Sarah Graham Kenan Auditorium

- a) - Develops the annual calendar for the auditorium
- b) - Issues contracts for use of auditorium
- c) - Collects and deposits rental fees
- d) - Oversees maintenance of auditorium
- e) - Manages the auditorium's budget
- f) - Oversees all technical aspects of auditorium

- g) - Performs such other duties as may be assigned by the proper authority

15. Department Chair

- a) - Reports to a Dean
- b) - Prepares departmental schedules and teaching assignments
- c) - Administers departmental budget
- d) - Assists the Dean in faculty recruitment and development
- e) - Performs such other duties as may be assigned by the proper authority

16. Vice Chancellor for Business Affairs

- a) - Provides administrative leadership for the total Business Affairs Division
- b) - Provides supervision for the following Directors: the Director of Personnel Services, the Director of Financial Services, the Director of Physical Plant Services, the Director of Purchasing Services, the Director of Business Services, the Director of Housing and Food Services and the Director of Campus Police Services
- c) - Serves as the chief Business and Finance Officer of the University
- d) - Serves as the chief Facilities Planning and Property Officer of the University
- e) - Serves as the University liaison with UNC General Administration officials and other State Department officials with respect to facilities planning, property and budgetary management
- f) - Assists the Chancellor in administration of the Endowment and Foundation Funds
- g) - Coordinates University business matters with the Buildings and Grounds and Fiscal Affairs Committees of the Board of Trustees
- h) - Supervises the preparation and operation of University State Appropriated Auxiliary Services Budgets

- i) - Supervises Internal Audits and Financial Systems Development
- j) - Assists the Director of Athletics and the Kenan Auditorium manager with University business and financial matters
- k) - Assists the Chancellor and the Development Officer with capital planning and capital fund raising activities
- l) - Teaches courses periodically in addition to performing primary administrative duties and holds the rank of Assistant Professor in the School of Business Administration
- m) - Performs such other duties as may be assigned by the proper authority

The following officers report to the Vice Chancellor for Business Affairs:

17. Assistant to the Vice Chancellor for Business Affairs

- a) - Assists the Vice Chancellor with facilities planning and space allocation for the campus
- b) - Provides assistance with preparation of educational specifications
- c) - Supervises the completion of punch list items for capital projects
- d) - Reviews payment requests and change orders submitted by architects, engineers and contractors
- e) - Prepares Capital Improvements Projects Budget
- f) - Reviews and revises Facilities Inventory Reports with the Office of Institutional Research
- g) - Assists with the preparation of Property Lease Agreements
- h) - Assists the Vice Chancellor with Buildings and Grounds Trustee Committee meetings
- i) - Coordinates facilities surveys with the North Carolina Facilities Management System.
- j) - Serves as the University liaison with Telephone Company representatives

- k) - Performs special projects as directed by the Vice Chancellor
- l) - Performs such other duties as may be assigned by the proper authority

18. Director of Personnel Services

- a) - Provides administrative leadership for the total Personnel Administration Program
- b) - Provides supervision for the personnel reporting to the Director of Personnel Services
- c) - Administers and coordinates the Recruitment Program for SPA personnel
- d) - Serves as the official keeper of personnel records
- e) - Advises the senior officers on personnel matters
- f) - Directs the University Training Program for non-instructional employees
- g) - Supervises the classification and reclassification of positions subject to the State Personnel Act
- h) - Administers the State Personnel Employee Relations Program
- i) - Oversees the preparation and filing of State and Federal Personnel Administration Reports
- j) - Administers the Orientation Program for University personnel
- k) - Advises University faculty and personnel on fringe benefits
- l) - Supervises the University Pay Plan for new hires, salary increases, transfers, promotions, longevity, premium payments and overtime remuneration
- m) - Coordinates Affirmative Action procedures and goals for SPA personnel with the Office of Federal Compliance
- n) - Recommends University personnel policies and procedures in conformance with State Personnel Policies and Procedures

- o) - Performs such other duties as may be assigned by the proper authority

19. Director of Financial Services

- a) - Provides administrative leadership for the total Financial Services area
- b) - Provides supervision for personnel reporting to the Director of Financial Services
- c) - Supervises University accounting functions
- d) - Assists the Vice Chancellor in preparation of the University budget
- e) - Recommends policies and procedures with respect to financial matters
- f) - Approves financial documents and reviews the issuing of all University checks
- g) - Prepares bond material and serves as liaison in the administration of bond issues
- h) - Assists the Vice Chancellor with Fiscal Affairs Trustee Committee meetings
- i) - Assists department heads in the preparation of departmental budgets
- j) - Supervises the collection and disbursement of University funds
- k) - Prepares the Annual Financial Report
- l) - Administers the Risk Management and Property Insurance Program
- m) - Supervises all payroll functions
- n) - Monitors University Copyright Agreements
- o) - Supervises the preparation of financial reports required by outside agencies
- p) - Performs such other duties as may be assigned by the proper authority

20. Director of Purchasing Services

- a) - Provides administrative leadership for the total Purchasing Services area

- b) - Provides supervision for personnel reporting to the Director of Purchasing Services
- c) - Insures that State bidding, contracting and purchasing procedures are followed by University personnel
- d) - Maintains a Fixed Asset Inventory System and Property Control for the University
- e) - Supervises Campus Mail Services and the Post Office Operation
- f) - Supervises the Printing and Duplicating Operations
- g) - Supervises Central Stores and Warehouse Operation
- h) - Maintains a departmental billing system for telephone services
- i) - Supervises the Switchboard Operation
- j) - Coordinates the acquisitions and disposals of State and Federal surplus property
- k) - Insures compliance with all provisions of procurement contracts
- l) - Performs such other duties as may be assigned by the proper authority

21. Director of Business Services

- a) - Provides administrative leadership for the total Business Services area
- b) - Provides supervision for personnel reporting to the Director of Business Services
- c) - Assists the Vice Chancellor for Academic Affairs, the Vice Chancellor for Business Affairs and the Director of Special Programs in the development and implementation of policies and procedures for Sponsored Research Programs
- d) - Insures that provisions of Sponsored Agreements are carried out properly
- e) - Assists principal investigators with the development of research proposals

- f) - Provides business management for Sponsored Research Programs supported by Contracts and Grants
- g) - Manages the Student Health Services Contract
- h) - Assists the Vice Chancellor for Business Affairs with special projects
- i) - Coordinates legal, business and administrative requirements of Sponsored Agreements with sponsoring agencies
- j) - Negotiates Sponsored Agreements with sponsoring agencies.
- k) - Performs such other duties as may be assigned by the proper authority

22. Director of Physical Plant Services

- a) - Provides administrative leadership for the total Physical Plant Services area
- b) - Provides supervision for personnel reporting to the Director of Physical Plant Services
- c) - Maintains compliance of Federal, State and Local Occupational Safety and Health Standards
- d) - Supervises the operation and maintenance of all University buildings, utility systems and equipment
- e) - Supervises the repair and alteration of University facilities
- f) - Supervises the maintenance of University grounds, walks and streets
- g) - Supervises the Housekeeping Program
- h) - Serves as the Energy Conservation Officer for the University
- i) - Advises the Vice Chancellor on major building repairs and renovations
- j) - Provides technical assistance in planning and construction of facilities
- k) - Manages the Motor Pool Operation

- l) - Provides engineering and design services for in-house projects
- m) - Performs such other duties as may be assigned by the proper authority

23. Director of Housing and Food Services

- a) - Provides administrative leadership for the total Housing and Food Services area
- b) - Provides supervision for residence hall staff and housekeeping personnel reporting to the Director of Housing and Food Services
- c) - Supervises the business operations within the housing area including room assignments, budgeting, building maintenance and custodial care
- d) - Maintains an acceptable State and County health rating within the Housing and Food Services areas
- e) - Works closely with the Vice Chancellor in development and negotiation of Food Services and Vending Services Contracts
- f) - Makes recommendations for annual room and board fees to the Vice Chancellor
- g) - Coordinates Housing and Food Service Business Operations with Student Affairs Personnel
- h) - Manages the campus Vending Contracts
- i) - Manages the Food Services Contract
- j) - Coordinates conference and special group activities with the Office of Special Programs
- k) - Performs such other duties as may be assigned by the proper authority

24. Director of Campus Police Services

- a) - Provides administrative leadership for the total Campus Police Services area
- b) - Provides supervision for personnel reporting to the Director of Campus Police Services
- c) - Provides traffic control on campus
- d) - Develops and provides Crime Prevention Programs

- e) - Coordinates public safety activities with the OSHA Officer
- f) - Makes recommendations to the Vice Chancellor relative to parking and traffic policies and procedures
- g) - Supervises the Parking Operation on campus
- h) - Supervises the Vehicle Registration Program
- i) - Serves as the University liaison with other law enforcement agencies
- j) - Directs and coordinates training programs for campus police officers
- k) - Performs such other duties as may be assigned by the proper authority

Appendix E **ENROLLMENT CHANGE (1975-76 TO 1980-81)**

Number of Students Enrolled by Department

COLLEGE OF ARTS AND SCIENCES

	(Average of 1975-76 Fall & Spring)	(Average of 1980-81 Fall & Spring)	% Change
Mathematical Sciences	1144	2338	104.4
English	1009	1877	86.0
Psychology	946	1726	82.5
Health, PE, Recreation	1092	1867	71.0
Earth Sciences	377	782	107.4
Chemistry	654	918	40.4
History	851	1167	37.1
Philosophy & Religion	518	698	34.7
Modern Languages	419	565	34.8
Biology & Env. Studies	1037	1287	24.1
Creative Arts	1430	1717	20.1
Physics	278	307	10.4
Sociology & Anthropology	1237	1326	7.2
Political Science	381	404	6.0
Nursing	<u>94</u>	<u>81</u>	dec. 16.0
	11467	17060	

SCHOOL OF BUSINESS ADMINISTRATION

1172	2481	111.7
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SCHOOL OF EDUCATION

743	747*	0.5
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*This figure includes graduate course enrollment

TOTAL UNIVERSITY

undergraduate	2721 (FTE)	3979 (FTE)	46.2
graduate	NA	72 (FTE*)	--

*Graduate enrollment is for Education and Marine Biology

Appendix F

NEW PROGRAM DEVELOPMENT REVIEW PROCESS

LEVEL	AUTHORIZATION TO PLAN		AUTHORIZATION TO ESTABLISH	
	NEW PROGRAM	TRACK	NEW PROGRAM	NEW TRACK
Baccalaureate	1. The President AND 2. The Committee on Educational Planning, Policies, and Programs of the Board of Governors	none required	1. The President, 2. The Committee on Educational Planning, Policies, and Programs, AND 3. The Board of Governors	The President
Master's			1. The President,	
Intermediate			2. The University Graduate Council,	
Doctoral-1st Professional			3. The Committee on Educational Planning, Policies, and Programs AND 4. The Board of Governors	

Appendix G
TOTAL DEGREES CONFERRED

<u>DEPARTMENTS</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
COLLEGE OF ARTS & SCIENCES					
Biology	81	88	93	95	65
Chemistry	12	19	12	17	15
Creative Arts	11	18	19	14	9
Earth Sciences	7	18	21	15	16
Environmental Studies	3	10	12	20	18
English	33	31	27	31	22
Health, Phys. Ed., Rec.	26	32	40	34	38
History	20	23	27	25	11
Mathematics	8	10	14	7	20
Modern Languages	7	9	2	1	5
Nursing	33	29	31	27	31
Philosophy & Religion	12	9	10	10	13
Physics	2	4	0	0	5
Political Science	16	15	11	15	8
Psychology	29	28	27	23	29
Social Science	4	11	6	7	12
Sociology	35	44	56	70	61
SCHOOL OF BUSINESS ADMINISTRATION	58	60	74	74	87
SCHOOL OF EDUCATION					
Undergraduate	77	74	71	72	70
Graduate	0	0	0	3	24
TOTAL	474	532	553	560	559

Appendix H
UNCW GRADE DISTRIBUTION

<u>Grade</u>	1975-76		1976-77		1977-78		1978-79		1979-80	
	<u>FALL</u>	<u>SPRING</u>	<u>FALL</u>	<u>SPRING</u>	<u>FALL</u>	<u>SPRING</u>	<u>FALL</u>	<u>SPRING</u>	<u>FALL</u>	<u>SPRING</u>
A	2938	2970	3044	3364	3261	3458	3445	3563	3883	4095
B	4032	4116	4482	4301	4457	4224	4903	4730	5488	5032
C	3544	2978	3508	3289	3854	3484	4285	3889	4404	4157
D	1153	848	1139	983	1398	1117	1618	1371	1464	1519
F	758	569	839	735	1028	1014	1117	1110	1226	1253
I	251	179	223	237	280	160	180	112	147	149
WP	1247	1039	1291	1083	1445	1340	1452	1362	1630	1517
WF	73	70	58	54	53	65	56	58	60	62
TOTAL	13,996	12,769	14,584	14,046	15,776	14,862	17,056	16,195	18,302	17,784
GPA	2.56	2.68	2.57	2.64	2.51	2.56	2.48	2.53	2.53	2.53

Appendix I

REVENUE SOURCES, SURPLUSES AND DEFICITS

	1979-80		1978-79		1977-78		1976-77		1975-76	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
State Appropriations	\$ 8,712,340.00	58.4	\$ 7,992,449.00	60.4	\$ 6,926,237.00	60.4	\$ 5,571,569.00	59.6	\$ 4,699,992.00	53.8
Tuition and Fees	2,609,228.00	17.5	2,277,886.00	17.3	2,004,800.00	17.5	1,736,823.00	18.0	1,457,166.00	16.7
Federal Grants & Contracts	597,805.00	5.0	489,643.00	3.5	558,596.00	4.8	546,082.00	5.6	573,096.00	6.6
State Grants & Contracts	70,012.00	.5	89,121.00	1.0	55,935.00	.6	110,232.00	1.2	91,813.00	1.1
Private Gifts, Grants & Contracts	131,071.00	.9	57,126.00	.4	86,758.00	.8	31,059.00	.2	956,596.00	11.0
Sales Auxiliary Enterprises	2,339,057.00	15.7	1,979,798.00	15.0	1,604,676.00	14.0	1,314,540.00	13.7	891,391.00	10.34
Investment Income	143,219.00	.9	111,329.00	.8	69,700.00	.6	45,440.00	.5	20,524.00	.2
Endowment Income	104,427.00	.7	91,371.00	.7	88,369.00	.8	70,413.00	.7	12,275.00	.1
Other Sources	216,083.00	1.4	129,489.00	.9	61,280.00	.5	53,050.00	.5	19,911.00	.2
Total Current Revenues	<u>\$14,923,242.00</u>	<u>100.0</u>	<u>\$13,218,212.00</u>	<u>100.0</u>	<u>\$11,456,351.00</u>	<u>100.0</u>	<u>\$ 9,468,142.00</u>	<u>100.0</u>	<u>\$ 8,722,764.00</u>	<u>100.0</u>
Current Funds Surplus/Deficit)	<u>\$ 264,397.00</u>		<u>\$ 247,389.00</u>		<u>\$ 160,890.00</u>		<u>\$ 316,036.00</u>		<u>\$ 128,825.00</u>	

Appendix J

SOURCES OF CAPITAL FUNDS

	<u>1979-80</u>	<u>1978-79</u>	<u>1977-78</u>	<u>1976-77</u>	<u>1975-76</u>
State Appropriations	\$356,396.00	\$ 670,557.00	\$1,223,929.00	\$ 114,921.00	\$2,478,251.00
Long Term Debt	333,212.00	1,411,963.00	1,484,023.00	1,600,474.00	908,479.00
Institutional Revenues	17,596.00	33,677.00	5,371.00	76,648.00	45,371.00
Gifts	-0-	-0-	315,871.00	1,562.00	81,574.00
Federal Revenue Sharing	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>136,842.00</u>
Total	<u>\$707,204.00</u>	<u>\$2,116,197.00</u>	<u>\$3,029,194.00</u>	<u>\$1,793,605.00</u>	<u>\$3,650,517.00</u>

Notes:

1. All long term debts were secured to construct revenue producing projects.
2. The University has no short term debt and no borrowing has been incurred for current operating purposes.

Appendix K

EDUCATIONAL AND GENERAL EXPENDITURES

Educational and General Expenditures	1980-81*		1979-80		1978-79		1977-78		1976-77		1975-76	
	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total
Instruction	7,343,067	54.4	6,378,089	54.9	5,554,435	52.9	4,779,800	51.8	4,054,335	51.9	3,472,466	52.3
Organized Research	831,778	6.2	665,423	5.7	631,314	6.0	663,042	7.2	571,806	7.3	460,479	6.9
Libraries	782,498	5.8	711,498	6.1	744,429	7.1	705,490	7.7	533,352	6.8	475,577	7.2
Academic Support	326,150	2.4	283,609	2.4	284,346	2.7	231,264	2.5	196,460	2.5	150,977	2.3
Student Services	651,825	4.8	543,188	4.7	480,587	4.6	462,386	5.0	362,935	4.7	317,051	4.8
Institutional Support	1,467,116	10.9	1,275,753	11.0	1,206,943	11.5	1,080,495	11.7	1,019,899	13.0	815,275	12.3
Physical Plant Operation	1,662,153	12.3	1,385,153	11.9	1,294,754	12.3	1,110,359	12.0	927,644	11.9	800,177	12.0
Student Financial Aid	425,201	3.2	387,456	3.3	305,310	2.9	189,452	2.1	151,179	1.9	143,428	2.2
Totals	13,490,788	100.0	11,630,169	100.0	10,502,118	100.0	9,222,288	100.0	7,817,610	100.0	6,635,430	100.0

*Budgeted

Appendix L

FTE ENROLLMENT AND EXPENDITURE PER STUDENT

Educational and General Expenditures	1980-81* (FTE=4025) Cost per		1979-80 (FTE=3670) Cost per		1978-79 (FTE=3411) Cost per		1977-78 (FTE=3091) Cost per		1976-77 (FTE=2855) Cost per		1975-76 (FTE=2668) Cost per	
	Amount	Student	Amount	Student	Amount	Student	Amount	Student	Amount	Student	Amount	Student
Instruction	7,343,067	1824	6,378,089	1738	5,554,435	1628	4,779,800	1546	4,054,335	1420	3,472,466	1301
Organized Research	831,778	207	665,423	181	631,314	185	663,042	215	571,806	200	460,479	173
Libraries	782,498	194	711,498	194	744,429	218	705,490	228	533,352	187	475,577	178
Academic Support	326,150	81	283,609	77	284,346	83	231,264	75	196,460	69	150,977	57
Student Services	651,825	162	543,188	148	480,587	141	462,386	150	362,935	127	317,051	119
Institutional Support	1,467,116	365	1,275,753	348	1,206,943	354	1,080,495	350	1,019,899	357	815,275	305
Physical Plant Operation	1,662,153	413	1,385,153	377	1,294,754	380	1,110,359	359	927,644	325	800,177	300
Student Financial Aid	426,201	106	387,456	106	305,310	90	189,452	61	151,179	53	143,428	54
Totals	13,490,788	3352	11,630,169	3169	10,502,118	3079	9,222,288	2964	7,817,610	2738	6,635,430	2487

*projected amounts based on budgeted expenditures and fall FTE figures.

Appendix M

AVERAGE EMPLOYEE SALARIES

OCCUPATIONAL GROUP	1980-81		1979-80		1978-79		1977-78		1976-77	
	NO. OF EMP.	AVG. SALARY	NO. OF EMP.	AVG. SALARY	NO. OF EMP.	AVG. SALARY	NO. OF EMP.	AVG. SALARY	NO. OF EMP.	AVG. SALARY
1. Executive, Administrative, and Managerial	32	31,009	28	28,462	27	25,479	27	22,950	25	21,198
2. Instructional Faculty ²										
a. Professor	36	28,747	35	24,981	30	24,224	26	22,841	19	20,966
b. Asso. Professor	44	24,174	38	20,689	36	19,770	37	18,197	40	16,627
c. Asst. Professor	105	19,726	97	17,478	98	16,475	84	15,159	73	13,961
d. Instructor/Lecturer	47	16,419	36	15,025	43	13,805	43	12,930	37	11,967
3. Professional	23	18,002	16	16,009	11	15,779	12	14,198	13	13,957
4. Technical/Paraprofessionals	25	14,521	41	13,525	39	12,605	30	12,168	32	11,023
5. Clerical/Secretarial	111	10,640	105	9,593	105	9,144	98	8,672	89	7,872
6. Skilled Crafts	23	12,997	19	11,252	21	10,323	18	9,967	13	9,727
7. Service/Maintenance	71	9,296	69	8,403	59	8,055	56	7,641	51	7,186

¹ - Full-time permanent employees.

² - All Instructional Faculty salaries have been equated to 10 month employment period.

Appendix N

ENDOWMENT FUNDS BY ASSET TYPE

	1979-80		1978-79		1977-78		1976-77		1975-76	
	<u>Corpus</u>	<u>Income</u>	<u>Corpus</u>	<u>Income</u>	<u>Corpus</u>	<u>Income</u>	<u>Corpus</u>	<u>Income</u>	<u>Corpus</u>	<u>Income</u>
Cash	\$ 1,560	\$ -0-	\$ 1,524	-0-	\$ 858	-0-	\$ 3,747	-0-	\$ 4,572	-0-
Stocks	233,986	17,789	233,934	\$15,610	233,933	\$ 9,584	121,016	\$ 5,722	63,490	\$ 6,436
Bonds	368,737	27,997	267,361	19,811	282,816	20,813	270,469	13,081	197,501	8,541
Savings Certificates	95,500	5,731	95,500	6,619	95,500	6,048	95,500	2,028	-0-	-0-
Demand Notes	53,000	5,390	22,000	1,360	5,000	1,378	25,000	4,790	106,000	2,465
Notes Receivable	550,000	47,520	550,000	47,520	550,000	50,546	538,085	58,253	726,110	69,302
Total	<u>\$1,322,783</u>	<u>\$104,427</u>	<u>\$1,170,319</u>	<u>\$91,120</u>	<u>\$1,168,107</u>	<u>\$68,369</u>	<u>\$1,151,817</u>	<u>\$81,874</u>	<u>\$1,097,113</u>	<u>\$86,744</u>

Appendix O
MATCHING FUNDS BY SOURCE

	<u>1979-80</u>	<u>1978-79</u>	<u>1977-78</u>	<u>1976-77</u>	<u>1975-76</u>
NDSL					
Appropriation	<u>\$ 5,693</u>	<u>\$ 2,557</u>	<u>\$ 2,643</u>	<u>\$ 2,342</u>	<u>\$ 1,911</u>
Work Study					
Appropriation	24,120	17,853	17,192	16,991	16,562
Dormitory Revenue	<u>-0-</u>	<u>65</u>	<u>130</u>	<u>-0-</u>	<u>-0-</u>
Total Work Study	<u>24,120</u>	<u>17,918</u>	<u>17,322</u>	<u>16,991</u>	<u>16,562</u>
Total Matching Funds	<u><u>\$29,813</u></u>	<u><u>\$20,475</u></u>	<u><u>\$19,965</u></u>	<u><u>\$19,333</u></u>	<u><u>\$18,473</u></u>

Appendix P

CHANGE IN MAJOR AUXILIARY ENTERPRISES

	<u>1979-80</u>	<u>1978-79</u>	<u>1977-78</u>	<u>1976-77</u>	<u>1975-76</u>
Athletics	\$ 27,342.00	\$(8,591.00)	\$(7,030.00)	\$(1,698.00)	\$ 3,186.00
Campus Center	48,158.00	22,781.00	17,802.00	31,615.00	15,903.00
Student Store	66,588.00	35,737.00	46,775.00	26,332.00	32,368.00
Parking Fund	(3,984.00)	34,785.00	44,310.00	13,557.00	(18,449.00)
Kenan Auditorium	1,967.00	3,755.00	(1,387.00)	560.00	(432.00)
Food Services	44,811.00	30,802.00	44,879.00	91,302.00	(5,235.00)
Housing Services	113,161.00	79,823.00	(17,850.00)	66,067.00	(40,025.00)
Health Services	11,446.00	15,636.00	14,428.00	12,905.00	14,439.00
P. E. Facilities	58,073.00	(3,968.00)	(17,576.00)	31,382.00	-0-

Appendix Q

FUND EXPENDITURES BY PURPOSE

	1979-80		1978-79		1977-78		1976-77		1975-76	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Instruction	\$ 6,378,089.00	45.7	\$ 5,554,435.00	45.2	\$ 4,779,800.00	44.6	\$4,054,335.00	45.3	\$3,472,466.00	46.0
Organized Research	665,423.00	4.8	631,314.00	5.1	663,042.00	6.2	571,806.00	6.4	460,479.00	6.1
Libraries	711,498.00	5.1	744,429.00	6.0	705,490.00	6.6	533,352.00	6.0	475,577.00	6.3
Academic Support	283,609.00	2.0	284,346.00	2.3	231,264.00	2.1	196,460.00	2.2	150,977.00	2.0
Student Services	543,188.00	3.9	480,587.00	3.9	462,386.00	4.3	362,935.00	4.1	317,051.00	4.2
Institutional Support	1,275,753.00	9.1	1,206,943.00	9.8	1,080,495.00	10.1	1,019,899.00	11.4	815,275.00	10.8
Physical Plant Operation	1,385,153.00	10.0	1,294,754.00	10.5	1,110,359.00	10.3	927,644.00	10.4	800,177.00	10.6
Student Financial Aid	387,456.00	2.8	305,310.00	2.5	189,452.00	1.8	151,179.00	1.7	143,428.00	1.9
Auxiliary Enterprises	2,321,870.00	16.6	1,806,209.00	14.7	1,501,751.00	14.0	1,120,028.00	12.5	913,429.00	12.1
Total Current Expenditures	<u>\$13,952,039.00</u>	<u>100.0</u>	<u>\$12,308,327.00</u>	<u>100.0</u>	<u>\$10,724,039.00</u>	<u>100.0</u>	<u>\$8,937,638.00</u>	<u>100.0</u>	<u>\$7,548,839.00</u>	<u>100.0</u>
Net Reduction due to Other Additions/Deductions And Transfers In/Out	<u>\$ 706,806.00</u>		<u>\$ 662,496.00</u>		<u>\$ 571,422.00</u>		<u>\$ 214,468.00</u>		<u>\$1,045,100.00</u>	

Appendix R

PROJECTED FUND REVENUES

	1980-81		1981-82		1982-83		1983-84		1984-85	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
State Appropriations	\$ 9,861,278.00	59.0	\$10,898,384.00	56.7	\$12,206,190.00	56.7	\$13,670,933.00	56.7	\$15,311,445.00	56.7
Tuition and Fees	2,841,385.00	17.0	3,267,593.00	17.0	3,659,704.00	17.0	4,098,869.00	17.0	4,590,733.00	17.0
Federal Grants & Contracts	835,702.00	5.0	1,057,162.00	5.5	1,184,022.00	5.5	1,136,104.00	5.5	1,485,237.00	5.5
State Grants & Contracts	83,570.00	.5	96,106.00	.5	107,638.00	.5	120,555.00	.5	135,022.00	.5
Private Gifts, Grants & Contracts	66,856.00	.4	76,885.00	.4	86,111.00	.4	96,444.00	.4	108,017.00	.4
Sales Auxiliary Enterprises	2,624,103.00	15.7	3,363,699.00	17.5	3,767,343.00	17.5	4,219,424.00	17.5	4,725,755.00	17.5
Investment Income	150,426.00	.9	172,990.00	.9	193,749.00	.9	216,999.00	.9	243,039.00	.9
Endowment Income	116,998.00	.7	134,548.00	.7	150,694.00	.7	168,777.00	.7	189,030.00	.7
Other Sources	133,712.00	.8	153,769.00	.8	172,221.00	.8	192,888.00	.8	216,034.00	.8
Total Revenues	<u>\$16,714,030.00</u>	<u>100.0</u>	<u>\$19,221,136.00</u>	<u>100.0</u>	<u>\$21,527,672.00</u>	<u>100.0</u>	<u>\$24,110,993.00</u>	<u>100.0</u>	<u>\$27,004,312.00</u>	<u>100.0</u>

Appendix S

PROJECTED FTE ENROLLMENT AND EXPENDITURE PER STUDENT

Educational and General Expenditures	1981-82 (FTE = 4274)		1982-83 (FTE = 4538)		1983-84 (FTE = 4671)		1984-85 (FTE = 4757)		1985-86 (FTE = 4813)	
	Amount	Cost/ Student	Amount	Cost/ Student	Amount	Cost/ Student	Amount	Cost/ Student	Amount	Cost/ Student
Instruction	\$ 8,445,368.00	\$1,976.00	\$ 9,754,400.00	\$2,150.00	\$11,266,332.00	\$2,412.00	\$13,012,614.00	\$2,736.00	\$15,029,569.00	\$3,123.00
Organized Research	1,012,821.00	237.00	1,169,808.00	258.00	1,351,128.00	289.00	1,560,553.00	328.00	1,802,439.00	374.00
Libraries	934,912.00	219.00	1,079,823.00	238.00	1,247,196.00	267.00	1,440,511.00	303.00	1,663,790.00	346.00
Academic Support	389,546.00	91.00	449,926.00	99.00	519,665.00	111.00	600,213.00	126.00	693,246.00	144.00
Student Services	747,929.00	175.00	863,858.00	190.00	997,756.00	214.00	1,152,409.00	242.00	1,331,032.00	276.00
Institutional Support	1,714,005.00	401.00	1,979,675.00	436.00	2,286,525.00	490.00	2,640,936.00	555.00	3,050,281.00	634.00
Physical Plant Operation	1,869,823.00	438.00	2,159,646.00	476.00	2,494,391.00	534.00	2,881,022.00	606.00	3,327,580.00	691.00
Student Financial Aid	467,456.00	109.00	539,911.00	119.00	623,598.00	133.00	720,255.00	151.00	831,895.00	173.00
Totals	\$15,581,860.00	\$3,646.00	\$17,997,047.00	\$3,966.00	\$20,786,591.00	\$4,450.00	\$24,008,513.00	\$5,047.00	\$27,729,832.00	\$5,761.00

Appendix T **ENROLLMENT TRENDS**

<u>Fiscal Year Ending</u>	<u>Description</u>	<u>Full Time Equivalent Students</u>
1978	Actual	3,091
1979	Actual	3,411
1980	Actual	3,670
1981	Actual	4,044
1982	Projected	4,274
1983	Projected	4,538
1984	Projected	4,671
1985	Projected	4,757
1986	Projected	4,813

Appendix U

BUDGET REQUEST FORM

University of North Carolina at Wilmington

1981-82 Departmental Budget Request

Acct. No.: _____

Acct. Name: _____

Prep. By: _____

Date: _____

Line Ref. No.	Description	Actual Expenses 1979-80	Current Budget 1980-81	Requested 1981-82		Reviewed by Div. Head/Dean	Senior Officer Approval	Approved and Funded
				Min. Amt.	Addnl. Amt.			
	<u>Positions</u>							
A1.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$	\$	\$	\$
A2.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$	\$	\$	\$
A3.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$	\$	\$	\$
A4.		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	\$	\$	\$	\$
B1.	1400 Temporary Wages (1)	\$	\$	\$	\$	\$	\$	\$
B2.	1900 Contracted Services	\$	\$	\$	\$	\$	\$	\$
B3.	2000 Supplies	\$	\$	\$	\$	\$	\$	\$
B4.	3000 Current Charges	\$	\$	\$	\$	\$	\$	\$
B5.	4000 Fixed Charges	\$	\$	\$	\$	\$	\$	\$
B6.	5000 Capital Outlay	\$	\$	\$	\$	\$	\$	\$
Total Departmental Budget		\$	\$	\$	\$	\$	\$	\$
Total Receipts (from page 2)		\$	\$	\$	\$	\$	\$	\$
Appropriation Requested		\$	\$	\$	\$	\$	\$	\$

Appendix V

LIBRARY GOALS

Statement of Mission

The William Madison Randall Library constitutes a vital instructional and research arm of the University of North Carolina at Wilmington, and exists primarily to contribute to the University's teaching and research function by providing informational materials and services required by students and faculty. Reflecting the various educational, research, and public service goals of the University, the Library conceives its basic mission to include the following:

1. To select and acquire informational materials relevant to the current and anticipated instructional and research needs of its users, within the limitations of available resources.
2. To organize and establish bibliographic control of the materials acquired.
3. To make the collections available to users with as few restrictions as possible.
4. To instruct users in the effective use of library resources in the course of their academic pursuits, to interpret the collection for users in terms of each individual's needs and requirements, and to provide information.
5. To cooperate with other libraries and educational organizations for the advancement of scholarship and the sharing of resources.

Statement of Goals

To fulfill its mission, the Randall Library has developed certain generalized goals. These goals are broad aspirations which represent a philosophical basis for the operation of the Library, serving as touchstones in the formulation of specific objectives. The Library's generalized goals are as follows:

1. Appropriate organization and effective administration.
2. Continued rational collection development.
3. Strong staffing and staff development.
4. Efficiency in operation.
5. Effective instructional and informational service to users.

Statement of Objectives

The Library's objectives are designed to facilitate the achievement of the foregoing goals. These statements of objectives are general, and are intended to provide a guide for all specific decisions that are made concerning the operation of the Library. These objectives should be reviewed frequently and revised as deemed necessary. The objectives, as formulated by the Library faculty, are as follows:

1. To maintain a continuous review of the organization and policies of the Library to insure that the organization (i.e., deployment of staff) and policies are relevant and proper in view of the Library's role in supporting the University's educational program.
2. To maintain effective communication--a continuing dialogue--with all user groups concerning the Library's services and policies.
3. To operate within a framework of openness and responsiveness, always concerned with maintaining an environment which will allow staff members to contribute to the development of the Library's general policies.
4. To examine regularly and frequently the Library's Acquisitions and Selection Policy to assure orderly and appropriate growth of the collections.
5. To view the Acquisitions and Selection Policy as a constantly evolving set of guidelines based on the advice of all concerned members of the academic community.
6. To maintain a high level of critical selectivity of new materials consistent with the Acquisitions and Selection Policy through the cooperative efforts of the University classroom and Library faculty.

7. To attract and retain a library staff of high ability and potential.
8. To assist in the development of the full library career potential of all staff members.
9. To continue the commitment to the concept of faculty status for professional librarians.
10. To maintain the highest standards in classification, cataloging, and other methods of bibliographic control.
11. To acquire and process new materials as efficiently and promptly as possible.
12. To provide maximum possible access to the collections in an orderly, fair, and systematic manner.
13. To provide reference assistance to all users.
14. To provide instruction in the use of the Library through a variety of formal and informal methods, aiming always toward training the student to satisfy all his/her informational needs independently and effectively.
15. To experiment in the development of new methods for instructing students in the use of library resources.
16. To provide the best possible physical environment for the effective utilization of the collection and for staff work areas.
17. To establish and maintain appropriate hours of service.
18. To serve each user in a manner which reflects a belief in the basic dignity and worth of the individual and in the significance of his/her informational needs.
19. To maintain an awareness of technological changes in library equipment, and new library equipment, with the potential for increasing the Library's responsiveness to the need for new or improved services.
20. To anticipate and plan for future space needs for library services at the University.

Appendix W

ALA/ACRL STANDARDS, (1975): FORMULA A--COLLECTION

1. Basic Collection: (85,000 volumes)
2. 100 volumes per FTE faculty member (fall 1980 = 233.75): 23,375 volumes
3. 15 volumes per FTE student (fall 1980 = 4185): 62,795 volumes
4. 350 volumes per undergraduate major or minor (fall 1980 = 36): 12,600 volumes
5. 6,000 volumes per masters field where no higher (fall 1980 = 6): 36,000 volumes
6. N/A
7. N/A
8. N/A

Total: 219,770 volumes

As of September 30, 1980, the Randall Library had:
191,702 accessioned volumes
199,513 volume equivalents
391,315 TOTAL VOLUMES

With 171,545 volumes and volume equivalents more than is recommended by the standard for collection size, the Randall Library rates "A" on this standard.

Appendix X

SELF-STUDY FACULTY QUESTIONNAIRE TABULATION

54. University financial resources are adequate to support my research activities (SA-3; A-37; D-47; SD-90; DK-11 N/O-5; N/A-20; N/R-1; Avg-4.0).
86. The University encourages research and other scholarly work by providing journals and books in the library to support your research interests (SA-44; A-131; D-15; SD-10; DK-9; N/O-5; N/A-0; N/R-3; Avg-2.1).
118. Library resources for the courses I teach are adequate (SA-38; A-140; D-24; SD-7; DK-0; N/O-0; N/A-3; N/R-2; Avg-2.1).
146. Library resources are currently adequate for faculty use (SA-22; A-112; D-52; SD-18; DK-6; N/O-0; N/A-0 NR-4; Avg. 2.7).
147. Library resources at UNCW are currently adequate for student use (SA-33; A-135; D-31; SD-3; DK-9; N/O-0; N/A-0; N/R-3; Avg-2.2).
148. How often do you go to the Library, not counting any class meeting you may have there? (Daily-22; Several times a week-64; Weekly-77; Monthly-44; Less-5; N/R-3)
149. The Library's hours of operation are satisfactory (SA-54; A-114; D-26; SD-14; DK-2; N/O-3; N/A-2; N/R-2; Avg-2.2).
150. The general services provided by the Library Staff and their efforts to help locate materials and information are satisfactory (SA-95; A-104; D-5; SD-0; DK-7; N/O-2 N/A-0; N/R-1; Avg-1.6).

The following special services provided by the Library are satisfactory:

151. Reserve Book (SA-56; A-127; D-2; SD-1; DK-14; N/O-7 N/A-3; N/R-4; Avg-1.7).
152. Circulation (SA-57; A-127; D-4; SD-0; DK-13; N/O-8; N/A-1; N/R-4 Avg-1.7).

153. Interlibrary Loan (SA-54; A-104; D-18, SD-5; DK-21; N/O-8; N/A-1; N/R-3 Avg-2.0).
154. Acquisitions (SA-59; A-114; D-11; SD-4; DK-16; N/O-5; N/A-1; N/R-4 Avg-1.9).
155. Reference (SA-53; A-126; D-13; SD-4; DK-7; N/O-5; N/A-0; N/R-4; Avg-1.9).
156. Bibliographic Instruction (SA-45; A-106; D-4; SD-1; DK-34; N/O-17; N/A-2; N/R-5; Avg-1.8).
157. Card Catalog (SA-55; A-133; D-5; SD-0; DK-10; N/O-6; N/A-1; N/R-4; Avg-1.8).
158. Audio-Visual (SA-32; A-79; D-27; SD-12; DK-42; N/O-15; N/A-3; N/R-4; Avg-2.4).
159. When I visit the Library to use journals to which it subscribes, I can readily find the needed issues (SA-40; A-137; D-17; SD-5; DK-5; N/O-3; N/A-4; N/R-3 Avg-2.0).
160. In general, the Library is fulfilling its responsibility to support the general educational program of the University (SA-66; A-132; D-6; SD-0; DK-5; N/O-2; N/A-0; N/R-3; Avg-1.7).
161. The journals available in the Library are adequate to support my courses of instruction (SA-46; A-128; D-26; SD-2; DK-5; N/O-2; N/A-0; N/R-3; Avg-2.1).
162. The reference materials available in the Library are adequate to support my courses of instruction (SA-41; A-134; D-22; SD-4; DK-5; N/O-1; N/A-4; N/R-3; Avg-2.1).
163. The books in the general collection of the Library are adequate to support my research (SA-20; A-93; D-45; SD-30; DK-8; N/O-4; N/A-11; N/R-3; Avg-2.9).
200. Graduate students at UNCW demonstrate superior ability in the use of the library (SA-1; A-8; D-15; SD-4; DK-20; N/O-6; N/A-13; N/R-147; Avg-3.5).

Appendix Y

ALA/ACRL STANDARD (1975): FORMULA B--STAFF

For each 500 or fraction thereof, FTE students up to 10,000:

Number of librarians: 1

UNCW FTE students (Fall, 1980): 4,185 TOTAL: 9
For each 100,000 volumes or fraction thereof
in the collection:

Number of librarians: 1

Volumes in UNCW collection: 192,000 TOTAL: 2
For each 5,000 volumes or fraction thereof,
added per year:

Number of librarians: 1

Volumes added during 1979/1980: 9,408 TOTAL: 13

To qualify for A rating
(100 percent)

To qualify for B rating
(75 - 99 percent)

To qualify for C rating
(55 - 74 percent)

To qualify for D rating
(40 - 54 percent)

RANDALL LIBRARY TOTAL: 9

Ratio of professional staff to supportive staff:
(From the discussion, "...librarians will seldom
comprise more than 25 - 35 percent of the total FTE
staff," p. 292).

Total FTE staff: 24

Professional: 9

Supportive: 15

Professional/Total FTE: 9/24
-- 37 1/2 percent

Corrections for student workers: FTE 7.33 FTE

Total FTE staff: 31

Professional: 9

Supportive: 22

Professional/Total FTE: 9/31
-- 29 percent

Appendix Z

ALA/ACRL STANDARDS (1975): FORMULA C--BUILDING SIZE

a. Space for readers.

If less than 50% of students live on campus, one user station for each 5 FTE students, 25 sq. ft. per station.

$$4185 / 5 = 837 \times 25 = 20,925 \text{ sq. ft.}$$

b. Space for books

For first 150,000 volumes,
.1 sq. ft./volume = 15,000 sq. ft.
For next 150,000 volumes,
.09 sq. ft./volume = 3,756 sq. ft.

c. Space for administration.

$$\begin{aligned} a + b / 4 &= 20,925 + 15,000 \\ + 3,756 &= 39,681 / 4 = 9,920 \text{ sq. ft.} \end{aligned}$$

Total required for library services, except non-book related services: 49,601 sq. ft.

Non-book space 4,000 sq. ft.

Total 53,601 sq. ft.

Readers: Microform Room	250 sq. ft.
ERIC Readers	60 sq. ft.
ERIC Files	180 sq. ft.
Periodical Microform	
Files	450 sq. ft.
A/V Equipment	490 sq. ft.
A/V Storage	400 sq. ft.
U.S. Government	
Documents	2,000 sq. ft.
Total	3,830 sq. ft.
(ca. 4,000 sq. ft.)	

Net assignable space in Randall Library 46,520 sq. ft.
Rating "B"

Appendix AA

SELF-STUDY STUDENT QUESTIONNAIRE TABULATION

45. The Library's hours of operation are satisfactory (SA-134; A-177; D-35; SD-29; AVG-2.1; NO-0; NR-6).
46. The English 101 Library orientation class was beneficial to me (SA-63; A-127; D-41; SD-20; AVG-2.3; NO-121; NR-8).
47. The English 102 Library instruction classes were beneficial to me (SA-34; A-98; D-46; SD-24; AVG-2.6; NO-171; NR-8).
48. The services provided by the Library staff and their efforts to help one locate materials and information are satisfactory (SA-121; A-225; D-18; SD-9; AVG-1.8; NO-3; NR-5).
49. The atmosphere in the Library is conducive to studying (SA-112; A-205; D-40; SD-15; AVG-2.0; NO-2; NR-7).
50. For the research and study I have done, I have found the collection of periodicals (magazines, newspapers, journals, etc.) in the Library to be adequate (SA-79; A-238; D-40; SD-11; AVG-2.1; NO-3; NR-10).
51. For the research and study I have done, I have found the collection of Library reference materials such as encyclopedias, etc., to be adequate (SA-95; A-247; D-21; SD-4; AVG-1.9; NO-3; NR-11).
52. For the research and study I have done, I have found the collection of Library books in the stacks to be adequate (SA-85; A-246; D-32; SD-8; AVG-2.0; NO-3; NR-7).
53. I find the Library's two-week loan period for books to be satisfactory (SA-87; A-241; D-28; SD-14; AVG-2.0, NO-3 NR-8).

Please indicate the extent to which you use the Library for the following purposes by choosing the appropriate number from (1. very often, 2. often, 3. seldom, 4. never).

54. To study for a class or test (VO-73 0-106 S-129 N-63 NR-10)
55. To locate information for a paper or report (VO-150 0-149 S-53 N-17 NR-12)
56. For leisure-time reading (VO-20 0-52 S-127 N-171 NR-11)
57. Only to check out books (VO-42 0-106 S-146 N-74 NR-12)
58. For relaxation or to meet with friends (VO-16 0-51 S-100 N-203 NR-11)
59. How often do you go to the library excluding those times when you attend a class or meeting there?
- | | |
|--------------------------------|-----|
| 1. More than once a day | 25 |
| 2. Once a day | 28 |
| 3. Several times a week | 119 |
| 4. Once a week | 58 |
| 5. Less often than once a week | 137 |
| 6. No response | 14 |

Appendix AB

QUALIFICATIONS OF STUDENT AFFAIRS ADMINISTRATORS

1. Vice Chancellor for Student Affairs: Dr. William Malloy
Degrees: B.A. - Health and Physical Education, Denison University, 1963; M.Ed. - Educational Administration, Wittenberg University, 1965; Ph.D. - Higher Education Administration, Student Personnel, 1969.

Experience: 1963-65 - Wittenberg University, Graduate Assistant, Health and Physical Education; 1965-68 - Head Resident and Assistant to the Dean, Counselor, College of Education, Ohio State University; 1968-71 - Dean of Students, Lenoir Rhyne College; 1971-72 - Dean of Students, Marshall University.

Age range: 40 - 50.

Service at UNCW: 9 years.

Research: alcohol-abuse study in cooperation with the Department of Sociology in progress.

Professional activities: National Association of Student Personnel Administrators, 1968-present; N. C. NASPA Coordinator for Professional Development and Standards, 1978-79. N. C. NASPA, Director for the State of North Carolina, 1979-81; Southern College Personnel Association, 1968-present, nominated for President; N. C. College Personnel Association, 1981-82; Omicron Delta Kappa (honorary); Phi Delta Kappa - Education (honorary).

Meetings attended, 1978-80: NASPA and SCPA Annual Conferences, Chief Student Affairs Officers for N. C. - 2 meetings per year.

2. Dean of Students: Gary W. Juhan

Degrees: B.A. - Sociology, Appalachian State University, 1975; M.A. - Counselor Education, Appalachian State University, 1977.

Experience: Associate Dean of Students - Lees-McRae College, 1978-80; Housing Office - Appalachian State University, 1975-76; Assistantship - Wrenn College Union - Mars Hill College, fall semester, 1977; taught marriage and the family, and residence-hall assistant course - Lees-McRae.

Age range: 20 - 30.

Service at UNCW: one year.

Research: "Children of Divorce on the College Campus", Journal of the Southern College Personnel Association, Summer, 1980.

Professional activities: Southern College Personnel Association, North Carolina Personnel and Guidance.

Professional meetings attended, 1978-80: Tri-State Seminar - Anderson College - 1979; Tri-State Seminar - Lees-McRae College - 1980; Conference of American Association of Sex Educators, Counselors and Therapists - 1978; Masters and Johnson Institute Seminar - 1979; N. C. Personnel and Guidance Association Annual Conference - 1978; Chief Student Affairs Meeting in Asheville - 1980; NASPA Conference Program and Annual Conference of SCPA, Savannah, Ga. - 1980; Southern Regional Board Seminar on Minority Students, Greensboro - 1980.

3. Director of Student Union/Activities: Linda Moore
Degrees: B.A. - Sociology, State University of New York at Buffalo, 1967; M.Ed. - Guidance and Counseling, North Carolina State University, 1977, Minor - Education Administration.

Experience: Employment Security Commission Interviewer, 1972.

Age range: 30 - 40.

Service at UNCW: 9 years.

Research: none published.

Professional activities: Women Administrators in North Carolina; Association of College Unions - International; N. C. Advisory Committee on the Arts.

Professional meetings attended, 1978-80: Association of College Unions - International and Regional Conventions - 1979, 1980; N. C. College Personnel Association - 1978, 1979.

4. Program Director - Student Union/Activities: Steve Gnadt

Degrees: B.S. - Education, Industrial and Technical Education, Southeast Missouri State University, 1975; M.Ed. - Counseling and Student Personnel Services, University of Missouri, 1977 (Includes one semester internship in Center for Student Life, one semester practicum in University Counseling Center).

Experience: Evening Coordinator, College Center, East Stroudsburg State College, East Stroudsburg, Pa., July 1977-September 1978; responsible for advisement of college programming committees, student organizations and operation of College Center evenings and weekends; (Interim) Program Advisor - Student Activities, University of Missouri; advising all campus programming (student activities) committees, September 1978-January 1979; sales agent, Variety Artists International, Minneapolis, January 1979-April 1979 (negotiated contracts and performances for entertainers with college activities personnel).

Age range: 20 - 30.

Service at UNCW: Two years.

Research: none published.

Professional activities: Association of College Unions - International (ACU-I); National Entertainment and Campus Activities Association (NECAA) N. C. Unit Coordinator.

Professional meetings attended, 1978-80: 1979 NECAA Southeast Regional Conference, Atlanta, Ga.; 1980 NECAA National Conference, Washington, D.C.; 1980 NECAA Southeast Regional Conference, Savannah, Ga.; 1981 NECAA National Conference, San Antonio, Tx.; 1980 National Public Radio Workshop, Swan Quarter, NC.

5. Director of Financial Aid: Joe Capell

Degrees: B.A. - Religion and Psychology, Wake Forest University, 1965; M.Div. - Theology, Southeastern Theological Seminary, 1968 (concentration in psychology and counseling).

Experience: Director of Admissions and Financial Aid at Louisburg College, 1970-76.

Age range: 30 - 40.

Service at UNCW: 5 years.

Research: none published.

Professional activities: N. C. Association of Student Financial Aid Administrators; Southern Association of Student Financial Aid Administrators; advisory Steering Committee of NCASFPA, Nominations Committee of NCASFPA, Nominations Committee of SASFPA, Program Committee of NCASFPA.

Professional meetings attended, 1978-80: N. C. Association of Student Financial Aid Administrators; Southern Association of Student Financial Aid Administrators.

6. Assistant Director of Financial Aid: Pat Cochran

Degrees: Wake Technical Institute, 1965-66; one year of business school.

Experience: 1966-71 - N. C. Department of Revenue; 1971-76 - Financial Aid Office, East Carolina University, Clerk-Steno IV.

Age Range: 30 - 40.

Service at UNCW: 2 years.

Research: none published.

Professional activities: N.C. Association of Student Financial Aid Administrators; National Association of Student Financial Aid Administrators.

Professional meetings attended, 1978-80: New Aid Officers Workshop, 1979; Spring Meeting of NC Assoc. Student Aid Administrators, 1980; Fall Meeting of NC Assoc. Student Aid Administrators, 1980.

7. Director of Counseling and Testing: Darwin Newton

Degrees: B.A. - Social Studies, Chadron State College, Nebraska, 1955; M.S. - Health Education and Guidance, University of Northern Colorado, 1958; Ed.D. - Psychology and Counseling, University of Northern Colorado, 1962.

Experience: Licensed Psychologist - States of North Carolina and Illinois; Workshops in rational-emotive theory, reality therapy, group counseling, and education and psychology of the gifted; Chairman, Department of Psychology, Eastern Kentucky University; Director of Guidance Services, Charlotte-Mecklenburg School System; Assistant Professor of Psychology and Guidance, Chadron State College, Chadron, Nebraska; public school counseling experience.

Age range: 50 - 60.

Service at UNCW: 14 years.

Research: none published; has done countless studies at UNCW in areas of follow-up, validity and local test norms.

Professional activities: American Psychological Association; American Personnel and Guidance Association; National Vocational Guidance Association; N. C. Personnel and Guidance Association; N. C. Psychological Association; American Association of University Professors.

Professional meetings attended, 1978-80: none due to funds freeze.

8. Psychological Counselor: Ed Reilly

Degrees: B.A. - English, Hunter College of CUNY, 1968; M.Ed. - Student Personnel and Counseling, University of Florida, 1977; Ed.S. - University of Florida, 1977; course work for Ph.D. completed.

Experience: Counselor Education Supervised Training: practica - UF Reading and Study Skills Center, Reading and Writing Center, Office of Student Services, Upward Bound Program (five quarters); internships - Learning Centers in Residence Halls, Student Services, Reading and Writing Center (three quarters, full time); duties: personal, vocational, and educational counseling, reading and study skills instruction, individual programs and supervision; academic coaching, test interpretation, test anxiety/systematic desensitization, creation, promotion and management of learning centers in residence halls/staff training, general administration, withdrawals; Graduate Assistant - UF Reading and Study Skills Center, Reading and Writing Center, 1976-78; Teacher - for emotionally disturbed children in psychiatric setting, Duval County PEACE Program, Jacksonville, Fla., 1975; Instructor - Remedial Writing, ESL, Cooperative College Center of Westchester, SUNY at Purchase, 1970-72; Instructor - English; ESL, Berlitz School of Language, Hato Rey, Puerto Rico, 1971-72; Teacher - English, Spanish, ESL, Department Head for Languages, Longfellow JHS, Yonkers, NY 1968-71.

Age range: 30 - 40.

Service at UNCW: 2 years.

Research: "Systematic Vocabulary Acquisition", Journal of Developmental and Remedial Education, Vol. 3, No. 2, Winter, 1979; study on time management in progress.

Professional activities: American Personnel and Guidance Association; American College Personnel Association National Association of Student Personnel Administrators.

Professional meetings attended, 1978-80: Southern College Personnel Association, 1978.

9. Director of Career Planning and Placement: Sandra A. Harkin

Degrees: A.B. - Sociology, UNC-CH, 1974; M.A. - Sociology and Adult and Higher Education, UNC-CH, emphasis in medical sociology and occupations and professions (degree in progress).

Experience: N.C. State Department of Public Instruction, 1975-76; N.C. Department of Human Resources, Council on Educationally Disadvantaged, 1973-74; U.S. Department of Commerce, Bureau of the Census, 1959-60.

Age range: 40 - 50.

Service at UNCW: 5 years.

Research: annual survey of Career Planning and Placement Office clients relative to services of the office; compilation of UNCW student and alumni data for academic year 1980-81.

Professional activities: College Placement Council; Southern College Placement Association; Southeastern Federal Recruiting Council; Southern College Personnel Association; North Carolina Placement Association; N. C. Cooperative Education Association, Local Arrangements Chairman, 1980; Lower Cape Fear Personnel Association; New Hanover Council on the Status of Women, Chairman, 1980; New Hanover County Heart Association, Board of Directors, UNCW Campus Representative, 1976-81; Governor's Conference on Leadership Development for Women, New Hanover County Chairman; Greater Wilmington Chamber of Commerce: Public Affairs Council; Career Opportunities, Human Relations and State and Local Governmental Affairs Task Forces; Various program presentations in Re-Entry Women, Career Planning/Upgrading and Occupational Choices, including a television series, numerous program presentations and television and radio interviews.

Professional meetings attended, 1978-80: Southern College Placement Association, 1978, 79, 80; Southeastern Federal Recruiting Council, 1978, 79, 80; N. C. Placement Association, 1978, 79, 80; Governor's Conference on Leadership Development for Women, New Hanover and Craven Counties, Career Planning Workshop presenter, 1980; N. C. Substance Abuse Conference "Women: Where Do We Go From Here?" presenter, 1980; N. C. Cooperative Education Conference, 1978, 80; N. C. Council on the Status of Women "Legislature and Women" Conference, 1980; Business and Professional Women-sponsored area workshop, "The Re-entry Woman", major presenter and workshops; various NCPA Committee and Executive Board meetings, workshops and employer visitations, 1979-81.

10. Coordinator of Veterans Affairs: Carolyn Johnson
Degrees: Associate Degree in Liberal Arts, College of the US Air Force, 1977; currently working on a degree in Intermediate Education, UNCW.

Experience: 1974-78 Aerospace Control and Warning Systems Operator, Sergeant, United States Air Force (the last two years in an administrative and supervisory capacity; 1979 - assisting the Coordinator of Veterans Affairs, UNCW.

Age range: 20 - 30.

Service at UNCW: 2 years.

Research: none published.

Professional activities: none.

Professional meetings attended, 1978-80: none.

11. Registrar: Dorothy Marshall

Degrees: B.S. - Business Education, East Carolina University, 1949.

Experience: 1949-75 - Instructor and Assistant Professor of Business Administration, UNCW; 1952 - Graduate study in Business Administration, George Peabody College.

Age range: 50 - 60.

Service at UNCW: 32 years.

Research: studies on enrollment and student retention.

Professional activities: American Association of Collegiate Registrars and Admissions Officers; Southern Association of Collegiate Registrars and Admissions Officers; Carolina Association of Collegiate Registrars and Admissions Officers.

Professional meetings attended, 1978-80: AACRAO, National Convention College Board.

12. Director of Housing and Food Services: Charles W. King

Degrees and institutions: B.A. - Health, Physical Education and Recreation, Appalachian State University, 1974; M.A. - Student Personnel and Counseling, Appalachian State University, 1975.

Experience: none

Age range: 20 - 30.

Service at UNCW: 6 years.

Research: none published.

Professional activities: Southern College Personnel Association; North Carolina Housing Officers; Southern Association of Housing Officers, Association of College & University Housing Officers; National Association of College & University Food Services; National Association of College Auxiliary Services.

Professional meetings attended, 1978-80: North Carolina Housing Officer, Southeastern Association of College and University Housing Officers, National Association of College Auxiliary Services.

13. Assistant Dean of Residence Life: Robert A. Taylor

Degrees: B.S. - Recreational Administration, North Carolina State University, 1979; M.S. - Administration, Western Kentucky University, 1980.

Experience: Graduate Assistant, Western Kentucky University; serving as director of a student residence housing 1,000 students, 1979-80.

Age range: 20 - 30.

Service at UNCW: 1 year.

Research: none published; study on alcoholism in progress.

Professional activities: North Carolina Housing Officers; Southern College Personnel Association.

Professional meetings attended, 1978-80: N.C.H.O., 1980; Southeastern Housing Officers, 1981.

14. Director of Athletics: William J. Brooks

Degrees: A.B. - Social Studies, Atlantic Christian College, 1948; courses for certification in physical education, University of Miami, 1951; M.A. - Educational Administration, East Carolina University, 1959.

Experience: teacher and coach, Colerain High School, 1948-50; teacher and coach, New Hanover High School, Wilmington, 1951-56, part-time.

Age range: 50 - 60.

Service at UNCW: 25 years full-time, 5 years part-time.

Research: "Teaching the Catchers," The Scholastic Coach, 1961.

Professional activities: National Association of Collegiate Directors of Athletics; American Association of College Baseball Coaches; Association of Intercollegiate Athletics for Women; National Collegiate Athletic Association; National Association of Intercollegiate Athletics; NAIA - Regional Baseball Chairman, Regional Basketball Chairman; NACDA - Regional Committee Member.

Professional meetings attended, 1978-80: Attendance annually at national conventions of: National Association of Collegiate Directors of Athletics, American Association of College Baseball Coaches, Professional Baseball Representatives, Association of Intercollegiate Athletics for Women, National Collegiate Athletic Association.

15. Family Nurse Practitioner: Ginga Koehncke

Degrees and institutions: Registered Nurse and Family Nurse Practitioner, Rex Hospital School of Nursing, 1968; University of North Carolina, 1975.

Experience: Halifax Community Hospital, South Boston, Virginia, General Duty, ICU and ER, 1 1/2 years; Fuller Roberts Clinic, South Boston, Va.; Federal Point Medical Center, Carolina Beach, N. C., 4 years.

Age range: 30 - 40.

Service at UNCW: 2 years.

Research: none published.

Professional activities: American Nurses' Association; North Carolina Nurses' Association.

Professional meetings attended, 1978-80: Fall Conference of Family Nurse Practitioners of Eastern North Carolina, 1979-80; Winter Conference of Family Nurse Practitioners.

16. Physician's Associate: Catherine Vangellow

Degrees: Bachelor of Health Science, Duke University School of Medicine, 1975; Physician's Associate Certificate, 1975.

Experience: Research Assisant, University of Rochester School of Medicine, Anesthesiology, Cardiology, 1963-1973.

Age range: 30 - 40.

Service at UNCW: 6 years.

Research: none published.

Professional activities: American Academy of Physician Assistants - student member 1973-75, fellow member since 1975, Board of Directors, Director-at-large, 1977-79, Public Education Committee, 1977-79; North Carolina Academy of Physician Assistants, fellow member since 1976, Community Advisory Board - Treatment Facility for Women, N. C. Department of Corrections, member since 1976; YWCA Board of Directors since January 1980, Free Clinic, 1976-79.

Professional meetings attended, 1978-80: American Academy of Physician Assistants, 1978 and 1979; North Carolina Academy of Physician Assistants, 1978 and 1979; "Emergency Medicine" state meeting, Basic Life Support Certification, 1979.

Appendix AC

STUDENT ACTIVITIES

Campus activities include the following:

1. Campus media: Seahawk, Fledgling, Atlantis, Channel Marker, Forum, WLOZ (campus radio station) and UNCW Instant Replay.
2. Athletic clubs: Football Club, Sailing Club, Women's Soccer, Racquetball Club, UNCW Skihawks, Ten Pin Club and Rowing Club.
3. Creative arts: Forensics Union, University Theatre, Concert Choir, Reader's Theatre and Video Network.
4. Other organizations: Biology Club, North Carolina Student Legislature, Black Student Union, Circle K, English Club, B. Frank Hall Philosophy and Religion Society, E. E. Williams Spanish Club, National Entertainment Conference, Historical Society, Non-Traditional Students' Club, Psychology Club, Adventurers Club and Recreation Majors Club.
5. SGA organizations (Program Board): Concert Committee, Homecoming, Dance, Lecture, Coffeehouse, Publicity, Fine Arts, Public Relations and Graphics.

Appendix AD

FINANCIAL AID PROGRAMS, CRITERIA AND SOURCES OF FUNDING

National Direct Student Loan - Need - Federal Government
College Work Study Program - Need - Federal Government
Supplemental Educational Opportunity Grant - Need -
Federal Government
Basic Educational Opportunity Grant - Need - Federal
Government
North Carolina Incentive Grant Program - Need -
Federal/State Government
PACE Program - Need - Federal Government
Escheats Scholarship Program - Scholarship - State
Government
Non-Service Scholarship Program - Scholarship - State
Government
Prospective Teacher Scholarships - Scholarship - State
Government
Athletic Scholarships - Scholarship and Athletic Ability
- State Government and Private Sources
Medical Auxiliary Scholarships - Scholarship - Private
Source
Institute of Marine Bio-Medical Research Scholarships -
Scholarship - Private Source
Jackson Beverage Scholarship - Scholarship - Private
Source
Lucille Murchison Marvin Scholarship - Scholarship -
Private Source
Henry Harrell Scholarsips - Scholarship - Private Source
Minority Scholarships - Scholarship and Minority Status -
State Government
Guaranteed Student Loan Program - Various - State
Government
Federally Insured Loan Program - Various - Federal
Government
Navy Relief Loan Program - Various - Federal Government
Student Emergency Loan Program - Various - Federal
Government
National Guard Tuition Assistance - Membership in
National Guard - State Government
Student Work Assistant Program - Various - State
Government

Appendix AE

AREA OF CAMPUS DEVELOPMENT

I. Property

A. Main Campus	645.0 acres
B. Wrightsville Beach	2.5
C. City of Wilmington	2.0
D. Myrtle Grove Sound	50.0
Total	699.5 acres

II. Building Area Summary

A. Academic	535,241 sq. ft.
B. Residence Halls	184,337
C. Cafeteria	24,000
D. Hinton James Student Services Building	12,876
E. Bookstore	5,400
F. Market Street Residential Property	26,631
G. Support	24,841
Total	813,626 sq. ft.

III. Related Physical Data

A. Developed Acreage	250 acres
B. Lawn Acreage	135 acres
C. Paved Parking	2,683 spaces
D. Unpaved Parking	400 spaces
E. Paved Sidewalks	4 miles
F. Paved Roadway	3.1 miles
G. Unpaved Roads (firelanes)	5 miles
H. Sewer Line	13,000 feet
I. Water Main	13,000 feet
J. Natural Gas Main	13,000 feet
K. Electrical Primary Loops	52,000 feet

Appendix AF

SUMMARY OF SUGGESTED CAPITAL PROJECTS

All suggestions involving capital projects are listed below. An asterisk has been placed after recommendations that are included in the University's Master Plan and the 1981-83 Capital Improvement Requests.

1. That upon completion of the University Center and the relocation of several offices, the vacated spaces be renovated for the expansion of the offices remaining in the Alderman Building.
2. That the components in the first floor fan coil units of Alderman Building be replaced in order to provide even heating and cooling.*
3. That the user's room of the computing center be expanded.
4. That a separate interactive computer terminal be located in Hoggard Hall.
5. That computer terminal clusters be located in other parts of the campus (possibly Randall Library and on the northern part of the campus).
6. That the temperature control of Hoggard Hall be improved.*
7. That the Nursing Department space be expanded for laboratories, offices and classrooms.
8. That space for additional storage of files and equipment, a room for permanent assignment, and an area for informal meetings for special groups be provided for the Office of Special Programs.
9. That upon completion of the University Center, the Hinton James Student Services Building be renovated for administrative office space.*
10. That a complete renovation of the shower/locker area of Hanover Hall be performed in order to make these facilities suitable for the female students.*

11. That the interior of Hanover Hall be repainted.*
12. That the area in Hanover Hall that was used as a laundry facility be renovated into a student lounge area.
13. That the athletic field house be replaced with a permanent structure that is adequate for present and projected programs.*
14. That a track and field facility be constructed.*
15. That lighting for the existing unlit tennis courts be installed.*
16. That the practice of one-time heating in Trask Coliseum be eliminated.*
17. That air conditioning for the main area of Trask Coliseum be provided.*
18. That the plaster finish on the handball courts of Trask Coliseum be repaired.
19. That renovation for additional faculty office space in Trask Coliseum be provided.
20. That renovation for additional storage space in Trask Coliseum be provided.
21. That benches be installed on the swimming pool deck for class seating.
22. That acoustical material be installed in the natatorium to dampen sound.
23. That the swimming pools be tiled.*
24. That the exercise physiology laboratory environment be controlled more consistently.
25. That a new Creative Arts Building be constructed and that the shortcomings of Kenan Hall and the needs of the various disciplines be considered during the planning of the new building.
26. That mechanical renovation be performed to correct the heating and cooling deficiencies of the Chemistry-Physics Building.*
27. That early planning and construction of a Physical Science Building to house the Departments of Earth Science, Physics and Mathematical Sciences be completed.*

28. That an elevator be installed in King Hall.
29. That adequate planning in terms of capacity and self-liquidating Capital Budget Requests for renovation of the UNCW Cafeteria be performed.
30. That building reserves be identified for roof replacement of the UNCW Cafeteria.*
31. That Isaac Bear Hall be expanded with two wings totaling 25,000 square feet.*
32. That when the relocation of the Department of Earth Science takes place, the vacated space be used for storage, relocating of the Biology 105 laboratories presently in Hoggard Hall, office/research facilities and a "wet lab" in which to process specimens.
33. That the receiving warehouse be expanded by 12,646 square feet.*
34. That a headhouse be added to the existing greenhouse to accommodate the washing sink area, office furniture and all mechanical and electrical systems.
35. That malfunctions in the heating, cooling and ventilation system of Morton Hall be corrected.
36. That an adequate Modern Languages Laboratory with proper instructional equipment be established.
37. That the glass exterior walls of the IMBR Main Laboratory be covered with reflective film or metalized glass storm windows.
38. That all the ductwork of the IMBR Main Laboratory be replaced with straightforward design.
39. That 5,000 square feet of laboratory and office space be added to the IMBR Main Laboratory to provide for the anticipated graduate program.
40. That additional parking facilities be provided for the IMBR Main Laboratory.
41. That the IMBR Animal Quarters facilities be replaced with adequate facilities as soon as possible.*
42. That a sanitary drain system be installed in the IMBR Hyperbaric Lab and Shop building to provide for running water and bathroom facilities.

43. That a Maintenance and Operations facility of 28,500 square feet of building area and 10,000 square feet of machinery storage shelter area be constructed.*
44. That the non-looped portions of the water system be tied together in a manner that agrees with the Master Plan.*
45. That the sewage lift station be provided with emergency electrical power capability and that sewer mains be extended in the areas projected for new construction.*
46. That the non-looped portions of the primary distribution system be connected in a manner that follows the projected Master Plan for new construction.*
47. That the natural-gas mains be extended into new areas for construction as projected on the Master Plan.*
48. That additional parking facilities be constructed as indicated by the Master Plan.*
49. That a campus audiovisual center with videotape equipment and a videotape library be established.
50. That an area for instruction in outdoor water-related activities be provided.

Additional Recommendations in the Master Plan and the 1981-83 Capital Improvement Requests:

51. That student housing be provided for 200 additional students.
52. That parking space be provided for 200 additional cars.
53. That a campus detection system be installed.
54. That utilities be installed at the University's Myrtle Grove property.
55. That a center for Special Programs be constructed.
56. That a cafeteria facility be constructed near student housing.

Appendix AG

PROGRAMS OFFERED BY THE OFFICE OF SPECIAL PROGRAMS IN 1980-81

GENERAL COURSES:

Creative Writing, The Business Cycle: Inflation and Unemployment, Discrimination, Poverty and Pollution, Advanced Guitar (2), Montessori Method of Teaching (2), Cinema 80-81 Film Series (2), Learning Disabilities Workshop for Parents and Teachers (2), Aerobic Dance (2), Career Development and Personal Growth, A Sample of Christian Thought Since Albert Schweitzer, Sickle Cell Awareness Seminar, Staying Alive, Religion and the Sex Ethic, Roots: a 1980 Retrospective, Applied Mathematics Forum, Scuba Diving (2), Preparation Seminar for Real Estate, Facts and Fiction About Aging, Snow Skiing, Current Legal Aspects in Nursing, Voyages of Discovery: From Columbus to Captain Cook, Montessori Method of Education II, Creative Writing: Short Fiction, Fundamentals of Sight Singing and Ear Training, Step-Parenting and Step-Family Relationships, Great Decisions '81, Tropical Plant Propagation, Wills and Estates, Career Development, Contemporary Marital Conflicts, Developing Team Leadership in Nursing, Interpreting and Understanding Your Dreams, Women's Health Care, The Arts and the Rest of Us, Group Dynamics for Nursing, Beginning and Intermediate Golf (4), Between the Testaments, and Program in Coastal Biology.

SUMMER CONFERENCES:

Elderhostel (5), Kindergarten Trainers, Shelby City Schools, Golden Eagles Cheerleaders, 1980 School of Alcohol and Drug Studies, National Association of Underwater Divers, Kindergarten Teachers, Exceptional Children, Wake County Principals, Seminar for Executive Secretaries and Administrative Assistants, Regional Teachers Group, Cramer Athletic Training, Economics Teachers and World Cheerleaders.

GRADUTE COURSES:

EDN 520: Instructional Development
EDN 502: School as a Social System
EDN 595: Teaching Models

EDN 511: Organizational Behavior
EDN 530: Curriculum Development
EDN 500: Human Development

EXTENSION COURSES:

MATH 111: Precalculus
MATH 211: Calculus/Geometry
MATH 115: Elementary Math

MANAGEMENT DEVELOPMENT:

Time Management (2), Leadership Development (2), Effective Business Speaking, Effective Business Writing, Coping with Problem Employees (3), Interpersonal and Organizational Communication, Management by Objectives (2), Seminar for Secretaries and Other Office Personnel, Counseling Techniques for Managers, Motivation and Productivity (2), Grammar Review for Secretaries, Speed Reading for Executives, Successful Personnel Recruiting and Selection, Intensive Conversational Spanish I, Federal Law of Employment Discrimination, Secretarial Writing, Making Meetings Productive, Performance Appraisal and Development, How to Deal with Employment Discrimination, Transactional Analysis: Becoming an O.K. Boss, Interpersonal and Organizational Communication for Managers, and Professional Office Management: a Three-Day Seminar for Executive Secretaries and Administrative Assistants

Appendix AH

A SAMPLE CONTINUING EDUCATION PROGRAM PROPOSAL

UNC-W
OFFICE OF CONTINUING EDUCATION
ACTIVITY PROPOSAL FORM

(TO BE COMPLETED FOR ALL NON-CREDIT CONTINUING EDUCATION ACTIVITIES PRESENTED BY UNC-W)

August 14, 1980 Dr. Betty Jo Welch Effective Business Speaking
Date Submitted Individual Making Request Title of Activity

Creative Arts Ext. 2519
Originating Department, Organization, Firm, or Agency Phone

Proposed October 8, 15, 1980 Hours 7:00-9:30 P.M. Location Bear Hall 111
Dates: Days Wednesday

Instructor(s)/Lecturer(s) Dr. Betty Jo Welch

Who May Participate? Open

Objectives of Proposed Activity: To increase the participant's awareness of procedures,
skills, and techniques for making oral presentations in a business setting.

Brief Description of Proposed Activity: Overview of business communication, use of
speaking aids and electronic extenders, visuals, styles and methods of delivery. Students
will prepare a brief presentation for analysis.

Summary of Instructor's Educational Background and/or Experience Relative to the Proposed Activity. B.S., M.A., Ed.S., Ph.D. Associate Professor of Speech Communication

Consultant to business executives and political candidates.

Approved For Repeating
With Same Instructor: Fall _____ Spring _____ Summer _____
(Requires Dept. Head and/or Dean Initials in appropriate spaces)

Approved:

Director of
Special Programs

Department Chairman

Dean

Vice Chancellor for
Academic Affairs

Appendix AI

CONTINUING EDUCATION PROGRAM EVALUATION FORM

OFFICE OF CONTINUING EDUCATION
UNIVERSITY OF NORTH CAROLINA
AT
WILMINGTON

SHORT COURSE EVALUATION

Date(s) _____

COURSE _____ MAIN INSTRUCTOR _____

We hope you have found this course useful. In order to help us make proper adjustment for the future, please check the categories which best describe your evaluations and add your comments. The results will be kept anonymous, so it is not necessary to sign the evaluation.

	EXCELLENT	VERY GOOD	SATISFACTORY	NOT SATIS- FACTORY
1. How well objectives of course were met				
2. Quality of subject matter content				
3. Study and reference material provided				
4. Level of presentation				
5. Instructor (s) grasp of subject for this course				
6. Instructor (s) receptiveness to participants reactions				
7. Overall effectiveness of instructor (s)				
8. Applicability or value of subject to you				
9. Adequateness of physical facilities				

10. If there were multiple instructors for the course, please indicate which were most effective in your view. _____

11. Would you recommend this course to someone in your same position?

YES _____ PROBABLY _____ POSSIBLY _____ NO _____

12. How did you learn about this course?

- ____ Brochure directly mailed to your name and address.
____ Business colleague or friend passed brochure to you.
____ Notified of course by company management or training official.
____ Saw announcement in newspaper or in other printed media.
____ Other (Please specify) _____

13. Persons you would recommend to receive announcements for other Continuing Education courses:

NAME: _____ NAME: _____

TITLE: _____ TITLE: _____

FIRM: _____ FIRM: _____

ADDRESS: _____ ADDRESS: _____

14. Please add any comments relevant to this course or suggestions about other courses you would like to see offered.

Appendix AJ

GRADUATE FACULTY: EDUCATION

COMPOSITION

Appletfield, James M., Asst. Professor (Georgia State U., Ph.D.), educational psychology, early childhood education
Bachner, Saul, Professor (Wayne State U., Ph.D.), English education
Bartolome, Paz I., Professor (Ohio State U., Ph. D.), early childhood education, communication, curriculum
Burton, Grace M., Associate Professor (U. of Connecticut, Ph.D.), mathematics education
Cleare, Catherine C., Asst. Professor (U. of Maryland, Ph.D.), science education
Doss, Calvin L., Assoc. Professor (UNC-Chapel Hill, Ph.D.), higher education, elementary and secondary education
Ellis, Norman E., Asst. Professor (UNC-Chapel Hill, Ph.D.), sociology of education, organizational theory, social foundations, educational administration
Harkin, Roy E., Professor (Claremont Graduate School, Ph.D.), educational administration, organizational theory
Hayes, Aandrew E., Assoc. Professor (U. of Georgia, Ed.D.), educational administration, research, information systems
Hayes, Hathia A., Asst. Professor (U. of Georgia, Ed.D.), reading
Hodge, Warren A., Asst. Professor (U. of Wisconsin, Ph.D.), educational administration, politics of education
Hulon, Harold G., Professor (UNC-Chapel Hill, Ph.D.), administration and supervision, elementary and secondary education, political science
Jones, Noel K., Asst. Professor (Cornell U., Ph.D.), reading, language arts and curriculum
Meyers, Marcee J., Asst. Professor (U. of South Florida, Ph.D.), elementary and special education (reading, learning disabilities)
Parish, Margaret H., Asst. Professor (Michigan State U., Ph.D.), children's literature
Veit, Richard C., Asst. Professor (U. of Iowa, Ph.D.), linguistics

SCHOLARLY AND SERVICE ACTIVITIES

Applefield, James M. Five papers presented at professional conferences. Three consultations to review state programs. UNCW faculty development workshop. Developed proposal for Pender County Teacher Corps.

Bachner, Saul. Over twenty-five consultancies with public schools and over fifteen conference presentations. Textbook for public school use in progress.

Bartolome, Paz I. Fourteen consultations. Nine conferences. Two UNCW faculty development workshops. Staff development and training for day care personnel workshops and newsletters. Six published articles and analyses.

Burton, Grace M. Referee for the Arithmetic Teacher, Mathematics Teacher and Journal for Research in Mathematics Education. Attended and presented at six national conferences. Over sixty presentations and consultancies during the past five years. Reviewed NIE proposals. Twenty-five published articles. Textbook in early childhood mathematics.

Cleare, Catherine C. Presented nineteen workshops and gave presentations at ten conferences. Participated in seven working sessions. Consulted with two school systems and served on five accreditation teams. Reviewed NSF proposals. Evaluated data for AAAS programs. Reviewed for Science Books and Films.

Doss, Calvin L. Participated in Southern Association of Colleges and Schools (SACS) consultant workshop and in University system leadership seminar. Chaired three SACS visiting teams and served as a member of two other SACS visiting teams. Served as consultant for one school for SACS accreditation. Made several presentations to PTA's and high school student groups.

Ellis, Norman E. Gave over 20 presentations at national or regional conferences. Acted as consultant to over 100 universities, state agencies and local education agencies. Participated on several task forces as national level. Reviewed grants for US Department of Education. Chaired one regulation writing team for PL 94-142. Wrote more than six service-oriented publications in monograph or book form.

Harkin, Roy E. Served as managing editor for Educational Administration Abstracts. Made presentation at annual conference of Eastern Educational Research Association. Serves as a member of one Task Group of the N.C. Quality Assurance Program and as a member of University system Teacher Education Advisory Council. Coordinates activities of the Southeastern (NC) Educational Consortium.

Hayes, Andrew E. Consulted over 50 times with universities, public school systems and funded projects. Gave presentations at several annual conferences of the Eastern Educational Research Association. Ongoing consultant with graduate students in universities

throughout U.S. and some foreign countries. Chairing one Task Group of NC Quality Assurance program. Gave presentation at invitational conference sponsored by ETS.

Hayes, Hatha. Gave over sixty consultations with the public schools and 55 workshops. On-going participation in North Carolina Association of College Professors in Reading.

Hodge, Warren A. Chaired Special Interest Group of AERA. Attended over a dozen professional conferences. Current director of Teacher Corps. Wrote two book reviews. Gave one workshop for public schools. Directed Division GAERA. Participated in national and regional Teacher Corps workshops.

Hulon, Harold G. Served as president of NC Association of Colleges for Teacher Education (NCACTE), Serves as member of Task Group of NC Quality Assurance Program. Currently serves as a member of local board of Task Group of NC Quality Assurance Program. Currently serves as member of local board of public education. Attended over one dozen professional conferences.

Jones, Noel K. Attended nine conferences and delivered nine workshops. Consulted extensively with public and private schools. Authored three articles in conference proceedings, one journal article and eight professional monographs.

Meyers, Marcee J. Gave over thirty workshops and addresses. Acted as on-going consultant for three school systems. Numerous individual consultations. Two articles published in refereed journals.

Parish, Margaret H. Attended several conferences. Served on numerous campus committees. Wrote column on children's literature for English Journal. Published a children's book. Gave workshops and readings for numerous schools and libraries.

Veit, Richard C. Gave three workshops in the field of teaching language arts. Published textbook in composition. Wrote several notes and book reviews in English journals. Published eight articles. Coordinates "Faculty Forum" for the Wilmington Star-News. Delivered five papers at national conventions.

Appendix AK

GRADUATE FACULTY: MARINE BIOLOGY

COMPOSITION

Adcock, Louis H., Professor (Louisiana State U., Ph.D.), analytical chemistry

Bane, Gilbert W., Professor (Cornell U., Ph.D.), fisheries biology

Biggs, Walter C., Professor (N. C. State U., Ph.D.), vertebrate zoology

Brauer, Ralph W., Professor (U. of Rochester, Ph.D.), biochemistry

Cleary, William J., Assoc. Profesosr (U. of South Carolina, Ph.D.), marine geology

Dunn, Carolyn, Asst. Professor (Ohio State U., Ph.D.), botany

Fugler, Charles M., Professor (Auburn U., Ph.D.), vertebrate zoology

George, Robert Y., Professor (U. of Madras, Ph.D.), marine invertebrate zoology

Hackney, Courtney T., Asst. Professor (Mississippi State U., Ph.D.), estuarine ecology

Harris, William B., Asst. Professor (UNC-Chapel Hill, Ph.D.), marine geology

Hosier, Paul E., Assoc. Professor (Duke U., Ph.D.), plant ecology

Kapraun, Donald F., Professor (U. of Texas, Ph.D.), phycology

Lindquist, David G., Assoc. Professor (U. of Arizona, Ph.D.), ichthyology

Lundeen, Carl V., Assoc. Professor (Rockefeller U., Ph.D.), molecular biology

McCrary, Anne B., Assoc. Professor (UNC-Chapel Hill, Ph.D.), invertebrate zoology

Merritt, James F., Assoc. Professor (N. C. State U., Ph.D.), genetics

Mintzes, Joel J., Assoc. Professor (Northwestern U., Ph.D.), science education

Padgett, David E., Assoc. Professor (Ohio State U., Ph.D.), mycology

Parnell, James F., Professor (N. C. State U., Ph.D.), vertebrate zoology

Roer, Robert, Asst. Professor (Duke U., Ph.D.), invertebrate physiology

Roye, David B., Assoc. Professor (U. of Florida, Ph.D.),
physiology
Sabella, James C., Assoc. Professor (Cornell U., Ph.D.),
maritime anthropology
Shafer, Thomas H., Asst. Professor (Ohio State U., Ph.D.),
developmental biology
Sieren, David J., Assoc. Professor (U. of Illinois,
Ph.D.), plant taxonomy
Thayer, Paul A., Professor (UNC-Chapel Hill, Ph.D.),
geology
Willey, Joan D., Asst. Professor (Dalhousie U., Ph. D.),
marine chemistry
Zullo, Victor A., Professor (U. of California, Ph.D.),
paleontology

SCHOLARLY ACTIVITY

	Publications	Research Grants
Adcock, Louis H.	4	2
Bane, Gilbert W.	55	30
Biggs, Walter C.	5	2
Brauer, Ralph W.	125	60
Cleary, William J.	16	15
Dunn, Carolyn S.	1	0
Fugler, Charles M.	25	14
George, Robert Y.	30	0
Hackney, Courtney T.	18	3
Harris, William B.	16	3
Hosier, Paul E.	6	6
Kapraun, Donald F.	22	9
Lindquist, David G.	10	3
Lundeen, Carl V.	5	4
McCrary, Anne B.	10	2
Merritt, James F.	4	3
Mintzes, Joel J.	17	2
Padgett, David E.	13	3
Parnell, James F.	32	6
Roer, Robert	8	3
Roye, David B.	6	1
Sabella, James C.	8	5
Shafer, Thomas H.	2	1
Sieren, David J.	4	3
Thayer, Paul A.	40	10
Willey, Joan D.	9	0
Zullo, Victor A.	59	6

Appendix AL

RESEARCH POLICIES AND COMMITMENTS

In The Code of the University of North Carolina, the primary document of governance for the sixteen constituent institutions of the UNC system, the University has emphasized the right of faculty to engage in research conducted in a responsible manner. Those sections of the University Code which embrace this ideal read as follows:

SECTION 600. FREEDOM AND RESPONSIBILITY IN THE UNIVERSITY COMMUNITY

1. The University of North Carolina is dedicated to the transmission of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. The University therefore supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors.
2. The University and each constituent institution shall protect faculty and students in their responsible exercise of the freedom to teach, to learn and otherwise to seek and speak the truth.
3. Faculty and students of The University of North Carolina shall share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

SECTION 601. ACADEMIC FREEDOM AND RESPONSIBILITY OF FACULTY

1. It is the policy of the University of North Carolina to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research and publication for all members of the academic staffs of the constituent institutions. Members of the faculty are expected to recognize that accuracy, forthrightness and dignity befit their association with the University and their position as men and

women of learning. They should not represent themselves, without authorization, as spokesmen for The University of North Carolina or any of its constituent institutions.

Appendix AM

STATEMENT ON RESEARCH

INTRODUCTION

Dedicated to the pursuit of knowledge and to its transmission through education, the University seeks a fuller understanding of man and his world. Through the application of knowledge, the University's faculty, its students, and the community at large may forge more informed approaches to scientific, social, and artistic problems. The University thus encourages and supports efforts to expand knowledge through research in every area of its concern.

Moreover, the University acknowledges the essential role of creative scholarly endeavor in vitalizing the teaching of its faculty, so that it may stimulate a creative spirit and fire imagination, and thus achieve goals established in the statement of purpose of the University. A competent teacher must be conversant with current developments in his field to anticipate future concerns of his students and to inculcate in them the spirit and methods of inquiry by his own example. A faculty member's efforts to broaden his understanding through habitual inquiry, and then to publish his findings, enhance his power of articulation of ideas; similarly, student participation in research is an important part of the educational process. The University also recognizes the contributions of active and productive scholars toward attracting and holding an excellent faculty and student body.

To serve the members of both the University community and the broader community through the advancement of understanding, and to deepen its commitment to excellence in teaching, this University is committed to the encouragement and support of research and other creative and scholarly pursuits by its faculty and students.

PUBLICATION POLICY

The publication of research results is the primary means by which such new knowledge is disseminated. Restrictions on publication, thus, would be inimical to the functions of the University. The publication rights of the investigator may not be restricted except in the following circumstances:

1. Short term restrictions of up to six months may be permitted to provide the supporting industry, agency, or organization lead time in applying for patents. 2. Longer-term restrictions may be imposed only in periods of declared national emergency and may be permitted only after review and approval by the Chancellor upon recommendation from the Research Committee. During non-emergency periods, decisions regarding whether and where to publish research results shall remain the prerogative of the researcher.

PATENTS AND COPYRIGHTS

Faculty members are subject to the University of North Carolina policy on patents and copyrights. A copy of the policy is available in the central office of each academic department, college and school and in the library. Individual copies may be obtained from the office of the Vice Chancellor for Academic Affairs.

GUIDELINES FOR PROTECTION OF HUMAN SUBJECTS

Faculty members are subject to the University of North Carolina at Wilmington guidelines for protection of human subjects, as well as to all university regulations governing research that involves human subjects. A copy of the policy is available in the central office of each academic department, college and school and in the library. Copies of the guidelines and appropriate regulations are available from the office of the Vice Chancellor for Academic Affairs.

CARE OF ANIMALS

The humane treatment of animals used in research is a responsibility of the individual researcher or project director. Animal care and treatment shall be in accordance with accepted standards and is overseen by the Laboratory Animal Welfare Committee.

SAFETY

The safety of personnel involved in research activities is of paramount importance. Research shall be carried out in accordance with accepted practice or Federal or State Regulations, whichever is stricter. The UNCW Safety Officer is responsible for and has the authority to insure that facilities and practice meet these safety standards.

Appendix AN

POLICY ON EXTERNAL PROFESSIONAL ACTIVITIES OF FACULTY

Statement by Board of Governors of UNC

SECTION 1. UNIVERSITY POLICY

1. Professional affiliations and Public Service

The University of North Carolina and its constituent institutions seek to appoint and to retain, as faculty and other professional staff members, individuals of exceptional competence in their respective fields of professional endeavor. The University and the constituent institutions therefore encourage these individuals to participate in professional activities and to maintain professional affiliations based on their areas of knowledge and interest. These activities include those undertaken as members of professional associations and learned societies; membership on review or advisory panels, presentation of lectures, papers, concerts, or exhibits; participation in seminars and conferences; preparation, review, or editing of scholarly publications; and membership on accreditation bodies. Such activities performed for nominal honoraria or reimbursement of expenses or both are encouraged so long as they do not conflict or interfere with the performance of University duties and responsibilities, and they shall not be subject to the procedures defined in Section 3.

2. External Professional Activities for Pay

Because of their competence in their areas of special knowledge and interest, faculty and other professional staff are also invited by various public and private organizations to provide, for pay, consultation and other professional services. By engaging in these external professional activities for pay, these individuals have an opportunity through the practical application of their professional knowledge to enhance their own capabilities in teaching, research, and other University service. Participation of faculty and other professional staff in external professional

activities for pay is therefore an important characteristic of academic employment that often leads to significant societal benefits. However, these external professional activities for pay are to be undertaken only if they do not

- a) interfere or conflict with the performance of the primary obligation of the individual to carry out all University duties and responsibilities in a timely and effective manner; or
- b) involve any inappropriate use or exploitation of University facilities, equipment, personnel, or other resources; or
- c) make any use of the name of The University of North Carolina or of any of its constituent institutions for any purpose other than professional identification; or
- d) claim any University or institutional responsibility for the conduct or outcome of such activities.

The following definitions and procedures are established to insure equity and consistency in carrying out this policy.

SECTION 2. DEFINITIONS

1. "External professional activities for pay" means any activity that (1) is performed on an individual contractual basis for an entity other than a constituent institution or other agency or unit of the University of North Carolina, (2) is based upon the professional knowledge, experience, and abilities of the faculty or other professional staff member, and (3) is undertaken for compensation to the individual, beyond the payment of a nominal honorarium or reimbursement for expenses or both.
2. "Faculty or other professional staff member" means any person who is employed full-time by a constituent institution or other agency or unit of The University of North Carolina and who is not subject to the State Personnel Act.
3. "Department" means an academic department, a professional school without formally established departments, or any other administrative unit so designated by the Chancellor of a constituent institution, or by the President for the General Administration, for the purposes of implementing this policy.

SECTION 3. PROCEDURES

1. A faculty or other professional staff member who wishes to engage in external professional activity for pay shall complete the "Notice of Intent to Engage in External Professional Activity for Pay" (hereinafter referred to as "Notice of Intent"), which shall be filed with the head of the department in which the individual is employed. Unless there are exceptional circumstances, the "Notice of Intent" shall be filed not less than ten (10) calendar days before the date the proposed external professional activity for pay is to begin.
2. If, after a review of the "Notice of Intent" and consultation with the faculty or other professional staff member, the department head determines that the proposed activity is inconsistent with this policy statement of the Board of Governors, the faculty or other professional staff member shall be notified of that determination within ten (10) calendar days of the date the "Notice of Intent" is filed. In the event of such notification by the department head, the faculty or other professional staff member shall not proceed with the proposed activity but may appeal that decision to the administrative officer to whom the department head reports, and then to the Chancellor (or, in the General Administration, to the President). A decision on any such appeal shall be given to the faculty or other professional staff member within ten (10) calendar days of the date on which the appeal is received. The decision of the Chancellor (or of the President) shall be final. Appeals shall be made in writing on the "Notice of Intent" form.
3. Departmental summaries of all "Notices of Intent" filed and of actions taken in response to such "Notices of Intent" during the preceding twelve months shall be submitted by department heads to the Chancellor (or, in the General Administration, to the President) each July, beginning in July, 1980. The summaries reported in July, 1980, shall be for the period January 1 - June 30, 1980.

SECTION 4. SPECIAL PROVISIONS

1. External professional activities for pay performed for another institution or agency of the State of North Carolina shall be in conformity with State policies governing dual employment and compensation, unless an exception to those State policies is expressly authorized by the Chancellor or the President.

2. The procedures in Section 3 shall not be required of faculty and other professional staff members serving on academic year contracts, if the external professional activity for pay is performed and completed between the day following spring commencement and the first day of registration for the fall semester, provided that the activity does not conflict with this policy statement of the Board of Governors and is not conducted concurrently with a contract service period for teaching, research, or other services to the institution during a summer session.
3. Any agreement or contract for external professional activity for pay in effect prior to January 1, 1980, shall be reported to the individual's department head on the "Notice of Intent" form. If such agreement or contract is deemed to contain commitments that conflict or interfere with the policies enumerated herein, the agreement or contract shall be modified by January 1, 1981, to eliminate the conflict or interference, unless other arrangements are approved by the Chancellor, or, in the General Administration, by the President.

SECTION 5. EFFECTIVE DATE

This policy statement shall become effective on January 1, 1980.

NOTICE OF INTENT TO ENGAGE IN EXTERNAL PROFESSIONAL ACTIVITY FOR PAY

DATE _____

_____ intends to engage in external professional
(name)
activity for pay under the following conditions:

1. Name and address of contracting organization:

2. Beginning date of activity _____

3. Termination date* _____

4. Time requirements

a. On average, how many hours per week will be devoted to this activity? _____

b. What classes, meetings, or other University duties will be missed? _____

c. What arrangements have been made to cover any such duties missed? _____

5. Nature of Professional Activity:

(continue on back if necessary)

Performance of the above described activity is consistent with the Board of Governors' Policy on External Professional Activities.

Signature

ADMINISTRATIVE ACTION ON NOTICE OF INTENT

Reviewed; activity determined to be consistent with University policy.

Date

Department Head

Other action (as required):

Date

Department Head

*Approval is granted for each activity for no more than one year at a time, unless an exception is approved by the Chancellor, or, in the General Administration, by the President.

Appendix AO

CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE

SCHOLARSHIP, ARTISTIC ACHIEVEMENT AND RESEARCH

Scholarship is expected of every faculty member. Besides a mastery of the fundamentals of a discipline it involves a thorough familiarity with its various areas, problems, and continuing investigations; it necessitates staying abreast of the relevant literature and developing the ability and insight to organize, synthesize, and evaluate effectively. It is a large component in the make-up of any good teacher and is thus a prime responsibility within the academic profession.

Artistic achievement is an appropriate responsibility of some faculty members. Depending on the medium and specialization involved, continuing efforts toward the creation and/or production of works of art are expected in some disciplines.

Besides scholarship and artistic achievement, research understood as original investigation is also an important function of higher education. By continuously adding to the store of human knowledge, research enriches society at large while contributing greatly to vitality and depth in teaching. The University thus encourages and fosters the maximum feasible participation of faculty members in this enterprise.

Since the communication of ideas is the central function of an educational institution, publication of a faculty member's contributions in any or all of these areas is highly desirable. While recognizing that much genuine scholarship, artistic achievement, and research may not yield results that can readily be set before the public, yet often they can and should be made known. This includes a variety of methods: books, articles, reviews, lectures, debates, exhibits, concerts, papers presented at meetings, etc. Quality is more important than quantity in all such public renditions, but it is important for all to recognize their responsibility to engage in such publication to the degree warranted by their time, talent, discipline, and opportunity.

In evaluating these types of achievement, attention will be directed to the vitality, integrity, originality, and overall quality of a faculty member's works and projects.

4. Guidelines for Levels of Achievement and Academic Rank

A. Assistant Professor

For appointment to the rank of Assistant Professor, the requirements are: promise as a teacher and tangible academic accomplishment.

B. Associate Professor

For appointment to the rank of Associate Professor the requirements are: demonstrated teaching capability; tangible accomplishment in scholarship, artistic achievement or research; and significant service since appointment to the rank of Assistant Professor.

C. Professor

For appointment to the rank of Professor the requirements are: distinguished accomplishment in teaching; substantial attainments in scholarship, artistic achievement or research and a significant record of service. An individual with the rank of professor shall have a reputation as an excellent teacher, and be recognized as a scholar by colleagues within his professional field.

5. Guidelines for Educational Accomplishment and Academic Rank

A. Instructor

appointment at the level of Instructor will require the master's degree or equivalent. This requirement will be relaxed in cases of needed specialization but exemptions will be few.

B. Assistant Professor

Appointment at the level of Assistant Professor or higher will require a terminal degree; however, this requirement may be waived in exceptional cases.

C. Associate Professor and Professor

Recommendation for promotion beyond the Assistant Professor level, for an individual without the terminal degree, will be made only in clearly exceptional cases.

Appendix AP

REPORT FORM FOR SPONSORED RESEARCH APPLICATION

THE UNIVERSITY OF NORTH CAROLINA

REPORT OF APPLICATION FOR GRANT, CONTRACT, OR COOPERATIVE AGREEMENT

TO: President,
The University of North Carolina

FROM: _____
(Chancellor)

(Constituent Institution)

DO NOT WRITE IN THIS SPACE

Date _____

Type _____

DATE: _____

Attached are transmittal forms for proposal number 00
FICE Code Fiscal Year 4 Digit #

entitled: _____

by _____ of _____
(Principal Investigator/Project Director) (Department)

of _____
(Institute, Center, School, College, or Other Administrative Unit)

to _____
(Complete Agency Name Do not include address here.)

covering the period from _____ to _____
Month Day Year Month Day Year

CATEGORY (Check one.)

- ___ 100 Instruction
___ 110 Research
___ 140 Public Service
___ 150 Academic Support
___ 160 Student Services
___ 170 Institutional Support
___ 180 Physical Plant Operations
___ 230 Student Financial Aid
___ 300 Capital Improvements (Including Equipment)
___ 400 Service Agreements (Training)
___ 990 Multi-Activity (eg., Title III, HEA)

TOTAL FUNDING REQUESTED:

Grant \$ _____
Contract \$ _____
Cooperative Agreement \$ _____

Cash Matching Require-
ments, if any \$ _____

RESEARCH/TRAINING CLASSIFICATION:

HEGIS _____

Smithsonian _____

ECU and UNC-CH Only:
MEDICINE/HEALTH AFFAIRS _____

ACADEMIC AFFAIRS _____

ABSTRACT OF APPLICATION FOR GRANT, CONTRACT, OR COOPERATIVE AGREEMENT

(See instructions on reverse.)

Title: _____

Number: 00 - -

Principal Investigator/Project Director: _____

Abstract of Application for Grant, Contract, or Cooperative Agreement

INSTRUCTIONS

A. Items to be included in the Abstract

The Abstract should be plainly written, limited to not more than *one* page, and in sufficient detail to summarize:

1. the purpose(s) or problem(s),
2. the hypothesis(es) or objective(s), and
3. the method(s) of the project.

B. Keywords

Keywords are used to identify certain aspects of the project not otherwise apparent from the title. Keywords may be the names of specific methods, processes, diseases, disorders, phenomena, test organisms, or other appropriate topics.

Underscore the keywords (not to exceed *five*) in your Abstract.

INTERNAL PROCESSING FORM — APPLICATION FOR GRANT, CONTRACT, OR
COOPERATIVE AGREEMENT

TYPE

New Proposal _____
 Revised Proposal _____
 Renewal _____
 Supplement _____
 Continuation _____

Number 00 . .

Institution _____

Participating Institutions _____

1. Title of Proposal _____

Principal Investigator or Project Director _____

Department _____ Institute or Center _____

School, College, or Other Admin. Unit _____

2. Funding Agency (Complete mailing address) _____

Agency Mailing Deadline _____ Total Amount Requested _____

If Multiple Year, Current Year Request _____

Proposed Beginning Date _____ Termination Date _____

(Current Request) Month Day Year Month Day Year

Please answer the following questions. Explain on a separate sheet any items 3-6 marked "yes" and 7a-12b if the companion question is marked "no."

Yes No

3. Has The University or the institution any expressed or implied commitment to continue this activity or to retain personnel employed exclusively for this activity beyond the expiration date of this grant, contract, or cooperative agreement? ☐ ☐

4. Does the proposal involve the creation of a new organizational unit within the institution? ☐ ☐

5. Does the proposal involve the creation of or planning for a new *degree program* or *program track*? (A *degree program* is defined as "all courses of study leading to a degree or to professional certification at a specific level within a given discipline specialty of the HEGIS taxonomy." A *program track* is a course of study within a program which leads to a degree or to professional certification.) ☐ ☐

6. Will the proposal impede the elimination of racial duality in The University? ☐ ☐

7a. Does the proposal *require* funds or contributions in the form of cash matching () or cost sharing ()? (Check as applicable) ☐ ☐

7b. If "yes," can they be provided from current institutional resource levels? ☐ ☐

8a. Does the proposal involve research with human subjects () animal subjects ()? ☐ ☐

8b. If human subjects are involved, has the proposal been reviewed by the relevant University Committee? ☐ ☐

If yes, date of review _____. Pending () _____

- a. Does the proposal involve the use of consultants for other than educational services or research? ☐ ☐
- b. If so, has it been cleared with the designated officer at your institution? ☐ ☐
- a. Does the proposal involve research with potential biohazards () or using radioactive materials ()? (Check as applicable) ☐ ☐
- b. If so, has it been reviewed by the relevant institutional office or committee? ☐ ☐
- a. Does the proposal require additional personnel (), space (), equipment (), alterations to physical plant (), or installation or maintenance of equipment ()? (Check as applicable) ☐ ☐
- b. If so, have the appropriate officers of the institution agreed that they/it can be provided within the limits of funds being requested? ☐ ☐
- a. Does the work described in the proposal require computer time (), nuclear reactor time ()? (Check as applicable) ☐ ☐
- b. If so, have the costs included in the proposal been reviewed by the appropriate institutional officer? ☐ ☐
- a. Does the proposal require clearance under state A-95 Clearinghouse regulations? ☐ ☐
- b. If so, has this clearance been secured? If yes, give date of clearance _____.
If not secured, give date of submission to Clearinghouse _____.

Student employment, if any, in the proposed project will be nondiscriminatory as to race, color, national origin, religion, sex, handicap, age, and veteran status, as required by federal law.

Signature of
Principal Investigator or
Project Director _____ Date _____

Signatures indicating approval (those not applicable should be so indicated):

Department Head _____ Date _____

Director of Institute/Center _____ Date _____

Dean of School _____ Date _____

_____ Date _____

_____ Date _____

Brief Finance Officer or Designee _____ Date _____

Chancellor or Designee _____ Date _____

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